INFORMATION FOR ENGLISH TEACHERS

Texts for Vocational Schools

The Curriculum Centre of the Ministry of Education and Culture has published *SHOPS AND FASHIONS* by Judith Nevo and Sheila Schoenberg. This is an easier text than *DESCRIBING AN OUTFIT* by Sheila Schoenberg, published last year, and the two together make a useful programme of vocational reading for these Trends in vocational schools. The Contents of *SHOPS AND FASHIONS* are: In the Department Store, Shoes and the Modern Customer, Changing a Sweater, the Outsize Shop, Choosing a Souvenir. The Contents of *DESCRIBING AN OUTFIT* are: Describing an Outfit, Describing in Full Sentences, Differing Tastes and Conventions, Sewing Instructions, What Does an Advertisement Do to You?, a Teenager's Problem (reading passage), "Marketing with Martha" (from *The Jerusalem Post*). The texts are available from "Ma'alot" publishers and from the outlets for Curriculum Centre publications.

The Herzog – Toynbee Debate

Many secondary schools have begun using this Reader for advanced classes in Grades 11 and 12. The English Inspectorate recommends that these classes study the Reader as part of their celebrations of the 30th Anniversary of the State of Israel. This famous debate between Dr. Herzog and Professor Toynbee on Jewish history and nationhood has been published by the Curriculum Centre of the Ministry of Education and Culture and is available from "Ma'alot" publishers and from the outlets for Curriculum Centre publications. The actual debate was recorded at the time and is available on cassette from the publishers, C.B.S. Records (Israel); Pedagogic Centres of the Ministry of Education and Culture have copies of the casssette.

Publications of the Curriculum Centre, Ministry of Education and Culture

The above publications as well as the updated ENGLISH CURRICULUM FOR SCHOOLS (grades 5-12) are all available from "Ma'alot" publishers, Rehov Lunz, 5 (mornings only). Other shops that have promised to stock Curriculum Centre publications are: Fogel, King George 6, Tel Aviv; Shderot Hasefer, Allenby 116, Tel Aviv; Tamir, Ben-Yehuda 2, Jerusalem; Marcus, Ben-Yehuda 6, Jerusalem; Rodik, Gershon 25, Beersheva; Shai Lakol, Hagalil, Tiberias; Mada, Herzl 49, Haifa.

English in Primary Schools for Socially-Disadvantaged Pupils

The Primary Schools committee of the Ministry of Education and Culture has discussed the teaching of English in schools for socially-disadvantaged pupils and has decided to continue encouraging these schools to begin English in Grade 4 as a kind of "Headstart" programme, on the grounds that these pupils more than others require more time to arrive at the same level of achievements as other pupils. For the same reason, the Committee recommended that an hour be added to English in Grade 5 so that socially-disad-

vantaged pupils would learn English for four hours per week instead of three in Grade 5. Other points raised in discussion were the need for alternative editions of textbooks for these pupils (as is already being done for the Instructional Television programmes), special Instructional Television progammes for the weaker pupils, and the expansion of the NETA programme. Making English an optional subject for the very weakest pupils in Grade 8 was also discussed.

Matriculation Examinations for the Technical and Agricultural Trends

This Summer, 1978, the FOUR-POINT examination for the Technological (including Secretarial and Tourism) and Agricultural Trends will be in two parts – an External examination (part of the general 4-Point matriculation but with a more limited literature programme and fewer language exercises) and an Internal examination in the specific English studied in the class. This step has been taken to enable pupils to be examined in the specific "technical" English they are studying (Electronics, Secretarial, etc). Each school has to have its programme of studies approved by the English Inspectorate of the school; likewise, the suggested question-paper has to be approved in advance by the English Inspectorate.

A detailed description of all the different Final Examinations has been sent to every secondary school (all Trends); copies are also available from English Inspectors.

Another change this year is the permitted use of an ENGLISH-HEBREW dictionary in the GEMER (School-Leaving) examinations; in the BAGRUT examinations, examinees will continue to be allowed the use of an approved ENGLISH-ENGLISH dictonary (Hornby or Collins) during the examination.

NETA programmes

The NETA project for socially-disadvantaged pupils in Grades 7 and 8 has initiated a new format and conceptual framework. The format is based on the "comic" book and attempts to utilize this format to stimulate interest and motivation. The presentation of language and its frequent repetition in this form allows the medium to become the 'message'. The major character "Izzy Smart" becomes involved in a series of situations which lend themselves to student interest. These new units are accompanied by cassette tapes of the dialogue as well as illustrated cards for further reinforcement. It is hoped that this co-ordinated effort will enhance the effectiveness of this material. Being aware that the material is only as good as the teacher, it is hoped that a wide audience of English teachers will participate in the In-Service courses which are to be offered in co-ordination with the new material. The NETA team are conscious of the need to involve teachers in the development and field evaluation of the new material, and hope that these courses will enable them to accomplish this goal. Further particulars may be obtained from: NETA, School of Education, Tel-Aviv University.

Reading Comprehension Passages in English

This source-book for teachers wishing to give their classes practice in reading comprehension and objective testing is available from the English Inspectorate, Ministry of Edu-

cation and Culture, P.O.B. 292, Jerusalem. It is not a textbook for whole classes and teachers should order for their own use only, not multiple copies.

"English for Speakers of Hebrew" ESH 4-5

In preparation for Grade Six is a revised edition of a combined ESH 4 and ESH 5 Reader-Language. It will contain (1) simple structured dialogues and short, graded reading passages, following the sequence of the language material; (2) passages with exercises to develop comprehension; (3) passages to encourage the learner to read English for enjoyment; (4) poems, proverbs, idioms, etc.

"English for Speakers of Hebrew" ESH 6 LANGUAGE

The new textbook ESH-6-LANGUAGE is a textbook intended for Grade 7. The book is divided into nine units centred around the grammatical structures to be taught in Grade 7 according to the English Curriculum of the Ministry of Education and Culture. Each unit contains controlled and also free exercises. The reading passages are suited to the age-level of the pupils and their range of interests. One of the characters in the book is an Arab boy and the book also contains a special English-Arabic glossary in addition to the English-Hebrew glossary. The book is now available in bookshops.

"English for Speakers of Hebrew" ESH 8

The new textbook ESH 8 *"Language Step by Step"* is a natural continuation of ESH 7. It is intended for pupils who are not yet ready to use the new *ESH-6-Language*, or for any class that needs this language material for review or reinforcement. It is a semi-programmed text with answers provided. The book will be available on the market shortly.

Israel Association for Applied Linguistics – Fifth Annual Conference

The Fifth Annual Conference of the Association will take place at Tel-Aviv University on 2-3 July, 1978. The programme of the Conference will include special-interest sessions, general plenum discussions and also public lectures. The organizers of the Conference will be Zafrira Ben-David and Roberta Stock. Subjects to be discussed will be: Teaching Hebrew as a First Language, Teaching Foreign Languages, Translation, Sociolinguistics (including Language planning and also Researches into the language of socially-disadvantaged strata of the population), Psycholinguistics, the Language of the Mass-Media, Linguistics and Contrastive Stylistics. The Fourth Conference, which took place at Bar-Ilan University July 1977, elected the following Executive Committee: President, Professor Haim Rabin; Jerusalem members, Raphael Gefen, Shoshana Bloom-Kolka, Andrew Cohen, Raphael Nir, Reuven Sivan, Hannah Polani, Robert Cooper; Tel-Aviv members, Zafrira Ben-David, Moshe Gargir, Ora Schwartzwald, Roberta Stock; Haifa members, M. Azar, Menachem Dagut; Beersheba member, Hadassa Shai. The address of the Association is P.O.B. 7663, Jerusalem; membership fees are 25 lirot per annum. The first issue of the Association's journal "BALSHANUT SHIMUSHIT" was published last year (price 27 lirot, from the Association); issue No. 2 is now in the press.

Advanced Level ESH Progress Report

ESH Advanced Language, Book One, which came out in July 1977, is being used by many schools all over the country. This book is a comprehensive language text intended for the 11th grade. The book contains nine teaching chapters and three review chapters. Each teaching chapter includes: an intensive reading passage with vocabulary work and multiple-choice comprehension questions; a grammar section, whose topic is coordinated with the syllabus for the *bagrut* examination; a word study section based on the reading passage; points of rhetoric and usage; and a fairly long extensive reading passage related in theme to the intensive reading at the beginning of the chapter.

The Teacher's Handbook to accompany Book One is now in the press.

An in-service training session for teachers using Book One is being planned for the Pesach holiday. At this session, teachers will have an opportunity to discuss particulars of the book with their colleagues and with the entire writing team.

The manuscript of *ESH Advanced Language*, Book Two, intended for the 12th grade, is now being prepared. The book will include teaching chapters, with the same format as Book One, review chapters, and chapters with practice tests similar to the *bagrut* examination. Reading passages complete with multiple-choice comprehension questions have already been sent to schools for experimentation. The topics of these passages are: economics, popular medicine, earthquakes, the Maya, the world of 1997, underwater exploration, creativity, new immigrants, Houdini, the Bermuda Triangle, catching a shark, the development of skyscrapers, and the New York blackout of 1977.

Some of the grammar topics planned for Book Two are: a complete review of verb tenses, the passive, modals, and gerunds.

The target date for completion of Book Two is Fall 1978, which means that it should be in the book stores by Pesach 1979.

ENGLISH NEWSPAPERS FOR USE IN SCHOOLS:

ENGLISH NEWS Limited
P.O. Box 3349, Jerusalem. (02) 532491

Now completing their fifth year of publication, ENGLISH NEWS and JUNIOR ENGLISH NEWS are monthly newspapers in simplified English for Jewish and Arab pupils of English in all kinds of Israeli schools. EN is for the 10th, 11th and 12th grades, and JEN is for the 7th, 8th and 9th grades. English teachers ordering for a minimum of 10 pupils receive a free teacher's copy and a free "Teacher's Guide" suggesting exercises and questions on the articles.

Pupils enjoy reading in EN and JEN articles about current events, controversial subjects, Arab affairs, sports, pop music and film stars. The crossword puzzle, "Kojak's Corner" mystery and "Strange But True" stories are especially popular. Wordplay features, "Consumer's Corner" items and "Dear Dina" personal advice column make the newspapers "fun" reading for over 50,000 readers. The focus is always on items of human

interest – understandable subjects drawn from the experience of Israeli pupils.

In JEN, gerunds, the passive, and the perfect tense are avoided. In EN, the only grammatical construction that is avoided is the subjunctive. The translations of difficult words in EN and JEN are given in the "Vocabulary" at the bottom of each page. Explanations of difficult constructions can also be found in the "Teacher's Guides".

Teachers may order the newspapers (or receive free sample copies) by sending us this order form or by telephoning us at (02) 532491. The papers are sent by mail or by Egged to reach schools during the first week of each month, from October to June.

This year special 8-page issues of each newspaper appeared in March in honour of Israel's 30th Anniversay. These special editions can still be ordered at the pre-paid price of IL 4 per copy (including Value Added Tax). The May and June editions (of the standard four pages) will cost IL 3 each.

Many teachers may find it useful to use the order form below to order newspapers for the 1978-1979 school year.

ORDER FORM

(Please write in English)

NAME. . . . . .
SCHOOL. . . . . .
SCHOOL ADDRESS . . . . . .
P.O. BOX. . . . . .
TOWN (with Mikud) . . . . . .
SCHOOL TELEPHONE NUMBER . . . . . .

I am ordering . . .subscriptions plus . . .free of ENGLISH NEWS.
I am ordering . . .subscriptions plus . . .free of JUNIOR ENGLISH NEWS.

Please begin with the . . . . . issue.
Please send. . . . . free Teacher's Guide(s) of *English News.*
Please send. . . . . free Teacher's Guide(s) of *Junior English News.*

NOTE: *Free subscriptions are only for teachers and for one pupil collecting money for each class.*

Send to: ENGLISH NEWS Limited, P.O.Box 3349, JERUSALEM
Telephone: (02) 532491

GOOD TIMES

This series of newspapers consists of: *ABC TIMES* for Grade 5 and a weak Grade 6; *JUST FOR YOU* for Grade 6 and a weak Grade 7; and *GOOD TIMES* for Grades 7 and 8 (often used in a weak Grade 9). Special enlarged issues will be published for the 30th Anniversary of the State of Israel. This special 6-page issue will replace the normal April issue and will be sent to schools by the last week of March. It will contain a great variety of material about the history, development and ideals of the State in its 30 years of existence. The 30th anniversary contest is designed to encourage pupils to take an active part in the special issue and there will be generous prizes for the best contributions.

Ordering the 30th Anniversary Issue

Schools with regular orders will of course receive the April issue without further charge. However, if schools wish to order copies in excess of their regular monthly numbers, the cost will be IL 2.75 per copy. Prices for new subscriptions from March-July 1978 are 14 liras (5 issues).

Special Glossary for Arab readers

Arab readers of all three newspapers receive a special English-Arabic glossary-sheet for each issue.

How To Order

Either send in the completed order form below or phone in your order directly.

ORDER FORM for *GOOD TIMES, JUST FOR YOU, ABC TIMES*

To *GOOD TIMES LTD.*, P.O.Box 3349, Jerusalem. 02-525353

My Name. . . . . .(Director/Head of Dpt./Teacher)

My Home Address . . . . . Tel: . . . . . .

Name of School . . . . . Tel: . . . . . .

Please send to this address (state if to your home or school): . . . . . .

. . . . . Mikud: . . . . .

I wish to order an annual subscription for my class of:

GOOD TIMES	Number of copies	+	complimentary
JUST FOR YOU	Number of copies	+	complimentary
ABC TIMES	Number of copies	+	complimentary

Enclosed is my payment for the year. . . . . .

PLEASE SEND IMMEDIATELY! We wish to start using right away and will definitely arrange payment within the next month. . . . . .

Signed

Please make out cheques to *GOOD TIMES LTD.*

The Institute for Teaching Aids

The Institute publishes the Standardized Achievement Tests for English written by the English Inspectorate; it also publishes the textbooks in the "English for Technical Schools" series.

The address of the Institute is: 26, Mohilever St., Tel Aviv. Tel: (03) 50291

Prices are as follows:

Test Number	Test	Price for 10 Copies	Teacher's Guide
00001	English Grade 5	IL. 1.90	
00002	English Grade 6, First Part	IL. 1.90	
00003	English Grade 6, Second Part	IL. 1.90	
00004	English Grade 7, First Part	IL. 1.90	
00005	English Grade 7, Second Part	IL. 1.90	
00006	English Grade 8, First Part	IL. 1.90	
00007	English Grade 8, Second Part	IL. 1.90	
00031	English Writing Tests, Grades 7–8	IL. 1.90	
Teacher's Guide for Tests 00001–00031 (Grades 5–8)			IL. 1.40
00032	English Grade 9, First Part	IL. 3.50	
00033	English Grade 9, Second Part	IL. 3.50	
Teacher's Guide for Tests 00032–00033 (Grade 9)			IL. 0.50

The textbooks in the *"ENGLISH FOR TECHNICAL SCHOOLS"* (Edited by Dr. A. Marbé and produced by Curriculum Centre, Ministry of Education) are the following:

Catalogue Number	Title
08011	Reader 1: GENERAL TECHNOLOGY
08028	Reader 2a: ELECTRONICS AND ELECTRICITY (with exercises)
08123	Reader 2b: TOOLS AND MACHINERY (with exercises)
08080	Reader 2c: ENGINES AND TRANSPORT (with exercises)
08097	Reader 2d: AGRICULTURE
08109	Workbook of Exercises to Accompany Reader 2d: AGRICULTURE

Dr. A. Marbé has also written and published a Workbook to accompany Reader 1: GENERAL TECHNOLOGY in the above series.

30 YEARS OF ISRAEL – IN THE ENGLISH CLASS

by *Anna Sotto* and *Lucy Marnin*

Teaching English has an advantage over Mathematics or Chemistry, for example, as all kinds of up-to-date topical items of interest can be utilized in the lesson. This year's theme – 30 Years of Israel – lends itself beautifully to the English programme. Bearing in mind the level of the class, the vocabulary they know, the structures you want to teach or re-inforce, the following suggestions may be helpful.

A SURVEY The teacher prepares questionnaires and distributes 3 or 4 to each pupil. The pupils have to then 'interview' their parents, grandparents, relatives or older friends, and bring back the filled-in pages. Here are some suggestions:

1. What is your name?
2. Where were you born? (Town, Country)
3. If you were not born in Israel, when did you come to Israel?
4. Where were you in May 1948?

When all the questionnaires have been returned, a large blank map of the world should be put on the wall, and lines drawn to show the countries that people have come from.

A QUIZ Divide the class into two teams and ask questions connected with the subject, depending, of course, on the age and level of the class.

1. Who was the first President of the State of Israel?
2. What was the 'Struma'?
3. What was the 'White Paper'? – and so on.

In a good class the pupils could be asked to make up a quiz and present it to the class.

PERSONALITIES Bring pictures of important personalities to the class. Most schools have a supply of these pictures. Divide the class into groups and give a picture to each one. The group has to find out all they can about their personality and write a short biography. This can be done with the help of the teacher, or guided questions can be given out with each picture. Both the picture and the 'biography' are mounted on cardboard and put on the wall. At the end of this project, there should be a row of personalities with their 'biographies' written underneath.

TELLING STORIES in English. 'Illegal immigration' provides many ideas. It's better to tell the story of one child, rather than an anonymous group. For a Grade 7 class where the Past tense is being taught, it could begin like this.

'Malik was cold and hungry and frightened. He sat in the boat beside his brother. The leader told them to be very quiet, – they did not want a British patrol to find them.

On the shore the people waited to welcome the newcomers. They brought blankets, hot coffee and sandwiches. . .'

For a Grade 8 class where the Passive Voice is being taught, the text can be adapted.

'They were told to be quiet'.

'They did not want to be found by a British patrol'.

'Blankets were brought. . .' and so on.

Short stories of about 500 words – one typed page – could be read, discussed, or used as a basis for an exercise. In an upper level class, the first part of the story can be given and the class asked to complete it.

INTERESTING TALKS can be given by other teachers or people who were here in 1948, or who have had interesting experiences connected with Aliya: not necessarily native English speakers but any whose English is adequate could be asked to come along.

STAMPS If anyone has a collection of Israeli stamps from 1948, or even before, and is prepared to bring it to the class and talk to the pupils; this could make a very interesting lesson.

HEADLINES & PICTURES The teacher should collect interesting headlines and pictures from *The Jerusalem Post* or any other English papers, and use them in class for group work or pair work.

POSTCARDS Postcards of towns and settlements in Israel can be distributed to groups of pupils, and each group prepares a poster or notebook; all the pupils can find out about the places. Include the town or settlement you are teaching in.

ISRAELI FLAG A lesson can be devoted to the importance of the flag and the Magen David. Why were the colours blue and white chosen? (The connection with the Tallith). One can point out the significance of the Magen David, its history, connecting it up with the Yellow Patch that Jews were forced to wear. To illustrate this, I brought a poster to the class with two pictures on it, one of an Israeli soldier bearing a flag, and the other of a little boy in Poland being sent on a forced march to a concentration camp. Words cannot compete with visual impact of this kind.

A PRESENTATION Try staging a pageant based on the theme of "The Ingathering of the Exiles". A pageant is much easier to stage than a play. The former is more static, based on songs and short dialogues, movement and simple dances, whereas the latter calls for real acting and dialogue. The class could be divided into groups, (Chalutzim, N. Africans, Yemenites, Europeans, and so on), and each group present a song and a dance. It is not difficult to translate some of the songs of the 40's and 50's into English. A presentation of this sort is rather a nice Grand Finale to the year's project on the subject.

Good luck!

ENGLISH IN GRADE FOUR

by *Elaine Gelber*, Kibbutz Gadot

English in Grade Four should be enjoyable to both the pupil and teacher. The child is receptive, creative and uninhibited. These qualities allow the teacher to try new ideas and forget his own inhibitions.

The lessons should be kept at a fast pace, something new taught every time and the children provided with activities.

A nice way to start the year is to have the children make paper-bag puppets. The materials are cheap and fairly easy to come by. Each child needs a paperbag, scraps of construction paper, paste and scissors. They create lovely puppets, and thoroughly enjoy the activity.

DOCUMENT RESUME

ED 155 930 FL 009 547

TITLE	English Teachers' Journal (Israel), No. 19.
INSTITUTION	Ministry of Education and Culture, Jerusalem (Israel).
PUB DATE	Apr 78
NOTE	68p.; Contains occasional light type
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EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Acting; Bilingual Education; Classroom Games; Educational Television; Elementary Secondary Education; *English; *English (Second Language); Grade 4; Grammar; Group Discussion; *Hebrew; Higher Education; *Language Instruction; Language Teachers; Pantomime; Periodicals; Reading; Reading Instruction; Reading Skills; *Second Language Learning; Secretaries; Teacher Education; Teacher Role; *Teaching Methods; Tourism; Verbs
IDENTIFIERS	*Israel

ABSTRACT

This journal, published in Israel, contains articles of interest to teachers of English as a second language, particularly those in Hebrew-English situations. This issue contains the following articles: (1) "Thirty Years of Israel -- in the English Class," by A. Sotto and L. Harnin; (2) "English in Grade Four," by E. Gelber; (3) "English Teaching in Grade Four," by L. Harnin and A. Sotto; (4) "Instructional English," by J.R. Ewer and E.H. Davies; (5) "Simplifying Tense and Aspect for English Language Students," by W.K. Gallagher; (6) "The Role of the Experienced Teacher in Training Future Teachers," by S. Shaulson; (7) "Work in Groups," by S. Sar-Shalom; (8) "Guidelines for Teachers in the Secretarial and Tourism Trends"; (9) "Theater Games for All Grades," by L. Ravich; (10) "Teaching the Reading Skill," by R. Kressel; (11) "Some Recommendations for Extensive Reading," by Y. Gefen; (12) "An English Ulpan at Kfar Blum"; (13) "Teaching Advanced Reading Skills in Foreign Languages," by C.J. Brunfit; and (14) "News from the Instructional Television Centre," by S. Been and others. A synopsis in Hebrew of the contents of the issue is provided. (AMH)

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Pedagogical Secretariat – English Inspectorate

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ENGLISH TEACHERS' JOURNAL (Israel)

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ENGLISH TEACHERS' JOURNAL (Israel)
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The "ENGLISH TEACHERS' JOURNAL (Israel)" is published by the English Inspectorate, Ministry of Education and Culture, P.O.B. 292, Jerusalem, Israel, to whom all correspondence should be addressed.

"עלון למורים לאנגלית" מוצא לאור על-ידי הפיקוח על הוראת האנגלית,
משרד החינוך והתרבות, ת.ד. 292, ירושלים.
לכתובת זו יש לכוון את פניות הקוראים.

LIST OF ITEMS COMMONLY USED IN INSTRUCTIONS

I. NOUNS (non-specific)

BACK +
BOTTOM +
CORNER +
EDGE +
EFFECT(S)
END +
FRONT +
INSIDE, INTERIOR +
LEFT +
METHOD
MIDDLE, CENTRE +
OUTSIDE, EXTERIOR +
POSITION
PROCEDURE
RESULT(S)
RIGHT +
SIDE +
TOP +

(In addition: weights & measures, mainly of the metric system)
+ Also used as Noun-Modifiers

II. ADJECTIVES

of Number:

ALL
BOTH
EACH
FEW
NO
OVER (=more than)
ONE, etc
OTHER, ANOTHER
SOME
(any)

of Quantity:

EMPTY
FULL
LESS
LITTLE
MORE
MUCH

of Size:

Large
Medium
Small

of Position:

HORIZONTAL, LEVEL
LEFTHAND
LOWER
PARALLEL
RIGHTHAND
UPPER
VERTICAL, UPRIGHT

Other:

CORRECT, PROPER
CLEAN
EQUAL
NORMAL, USUAL

(see also: Sec. V MODIFIERS below)

III. STRUCTURAL WORDS & PHRASES

of Position:

ABOVE
ACROSS
AGAINST
APART
AT
BACK = a. in previous position
b. backwards, out of the way
BEHIND
BELOW
BESIDE, BY
BETWEEN
DOWN
IN
IN FRONT OF
INSIDE
OFF
ON
ON TOP OF
OUT
OUTSIDE
OVER = a. on top of
b. overhead
TOGETHER
UNDER, UNDERNEATH
UP

of Movement:

ACROSS	DOWNWARDS	TO(wards)
ALONG	FROM	THROUGH
AS FAR AS, UNTIL	INTO	UPWARDS
AWAY, BACK(wards)	ON TO	

of Time:

AFTER	UNTIL	WHEN = a. after, as soon as
BEFORE	WHILE	b. while
DURING, FOR		

of Purpoee:

IN ORDER to, that	SO that, as to	UNTIL

of Agent:

BY, BY MEANS OF	WITH	WITHOUT

Connectives:

AND = a. next in time	BUT	
b. also	OR = a. alternatively	OTHERWISE
	b. otherwise	IF, SHOULD

Affixes:

DIS-	RE-	UN-, IN-
-LY		

IV. VERBS

Verbs associated with Recording Results and with Exercises:

ASCERTAIN, FIND (OUT)	DETERMINE	NAME
ASSUME, GIVEN THAT,		
LET	DRAW	PLOT
SUPPOSE	ESTIMATE	RECORD, SET DOWN, PUT DOWN
CALCULATE = a. compute	EXAMINE	REFER
b. estimate	EXPLAIN	SHOW
COMPARE	INDICATE	STATE
COMPILE	JUSTIFY, GIVE REASONS	VERIFY
CONSTRUCT	LABEL	WRITE (out, down)
DESCRIBE	LIST	WRITE UP

Verbs associated with Advice and Warning:

be ADVISABLE
not ALLOW, LET, PERMIT
AVOID
not BURN
be CAREFUL, TAKE CARE
CHECK
not DAMAGE
not DROP
ENSURE, MAKE SURE, BE SURE,
MAKE CERTAIN, SEE THAT
be ESSENTIAL
FOLLOW
not FORCE
KEEP FREE from
LOOK FOR
be NECESSARY
NOTE, NOTICE
PAY ATTENTION to
PREVENT
REMEMBER
not SLIP
not SPILL
not TOUCH

Verbs associated with Measuring:

COUNT
MARK (off)
MEASURE (off)
MEASURE OUT
READ (an instrument)
TAKE (temperature)
WEIGH

Verbs associated with Controlling and Adjusting:

ADJUST
CHANGE
CHECK, VERIFY
CONTROL
CORRECT
EXAMINE
INSPECT
OBSERVE
REGULATE
SET (an instrument)
TEST
OVERHAUL
WATCH

Verbs associated with Liquids and Mixtures:

BOIL
DAMPEN
DECANT, POUR OFF
DILUTE
DISSOLVE
DRAIN
DRY
EMPTY
EVAPORATE
FILL
FILTER
FLUSH
IMMERSE, DIP
LUBRICATE
MEASURE OUT
MOISTEN
MIX
POUR
REFILL
RINSE, SWILL OUT
STIR
SUCK
WASH
WET
WIPE

General Manipulatory Verbs:

ALLOW, LET
ADD
ALIGN, LINE UP
APPLY
ARRANGE
ASSEMBLE, SET UP
ATTACH
BEGIN
BEND
BRING
BRING ABOUT, EFFECT
CARRY
CARRY OUT
CARRY ON
CENTRE
CHANGE
CLAMP
CLEAN
CLEAR
CLIP
CLOSE
COLLECT
COMPLETE
COMPRESS
CONNECT
CONTINUE, KEEP ON
COVER
CUT
DECREASE
DEPRESS, PRESS DOWN
DETACH
DISCARD, THROW AWAY
DISCONNECT
DISMANTLE, TAKE TO PIECES
EXTRACT, TAKE OUT, WITHDRAW
FASTEN
FINISH
FIT
FIX
FREE
GRIP, GRASP

HANDLE
HANG, SUSPEND
HEAT (up)
HOLD
HOLD IN PLACE, SECURE
INCREASE
INSERT
INVERT, UPEND, TURN UPSIDE DOWN
JOIN
LAY
LEAVE, SET ASIDE
LIFT, RAISE, ELEVATE
LIGHT
LOCATE
LOOK AT
LOOSEN, SLACKEN
LOWER

MAINTAIN, KEEP
MOUNT
MOVE, SHIFT
OBTAIN
OPEN
OPERATE

PASS (Something THROUGH)
PICK UP
PLACE, SET
PREPARE, GET READY
PRESS
PROCEED
PULL
PUSH
PUT
PUT BACK, REPLACE

READJUST
REASSEMBLE

RECONNECT

REDUCE
RELEASE
REMOVE, TAKE AWAY (off, out)
RENEW
REPEAT, DO AGAIN
REPLACE = a. put back
b. substitute new part
REST on, against
RESUME
REVERSE
ROTATE, TURN, GIVE A TURN
RUN (motor, etc)
SCREW
SEAL
SECURE = a. obtain
b. hold in place
SELECT, CHOOSE
SEPARATE
SHAKE
SHARPEN
SHUT OFF
SLIDE
SQUEEZE
START (up)
STEADY
STOP
STRIKE
SUPPORT
SWITCH ON, OFF
TAKE, OBTAIN, SECURE

TAP
TIGHTEN (up)
TILT, INCLINE
TRANSFER

TREAT = a. handle
b. subject treatment
TURN BACK, FORWARD

TURN OVER
TURN ON, OFF
TWIST
UNCLIP
UNFASTEN
UNSCREW
USE, EMPLOY
VARY, ALTER
WARM

V. MODIFIERS

ACCURATELY
AGAIN
ALMOST, NEARLY
ALWAYS
ANTICLOCKWISE
APPROXIMATELY, ROUGHLY
CAREFULLY
CLOCKWISE
COMPLETELY
CONSIDERABLY
CONTINUOUSLY
EASILY
ESPECIALLY, PARTICULARLY
EXACTLY
EXTREMELY
FAIRLY
FINALLY
FIRMLY
FIRSTLY, etc
FORWARDS
FREQUENTLY, OFTEN
GENTLY
GRADUALLY
HALF-
HORIZONTALLY, LEVEL
IMMEDIATELY
LIGHTLY
LOOSELY
MODERATELY
NEVER
NEXT
PARTIALLY, PARTLY
PERFECTLY
PERIODICALLY
in PLACE, in POSITION
PREVIOUSLY
PROPERLY
QUARTER
QUIETLY
RAPIDLY, FAST
if, when, as REQUIRED
PROBABLY
SECURELY
SEPARATELY
SIDEWAYS
SLIGHTLY
SLOWLY
SOMETIMES, OCCASIONALLY
STRONGLY
SUBSEQUENTLY
SUFFICIENTLY
THEN
THOROUGHLY
TIGHTLY
TOO
VERTICALLY, UPRIGHT
VERY
VIGOROUSLY
WELL
WHOLE
WHOLLY

Note: Corresponding adjectives are common and should be taught.

VI. CONSTRUCTIONS

The main verb forms are: IMPERATIVE; PRESENT SIMPLE PASSIVE; 'WILL' future, used to describe the result of a given action or use of an object; CONDITIONAL with 'IF' or 'SHOULD'; '-ING' form, used to connect two or more actions in time and effect; SHOULD (advisory), MUST, MAY, CAN.

(Reprinted from ELT DOCUMENTS, published by the English Teaching Information Centre, The British Council, London)

SIMPLIFYING TENSE AND ASPECT FOR ENGLISH LANGUAGE STUDENTS

by *W.K. Gallagher*

Since the time of Aristotle language teachers have struggled to simplify what at first glance appears to be too complex to have a clear explanation: Tense and aspect.

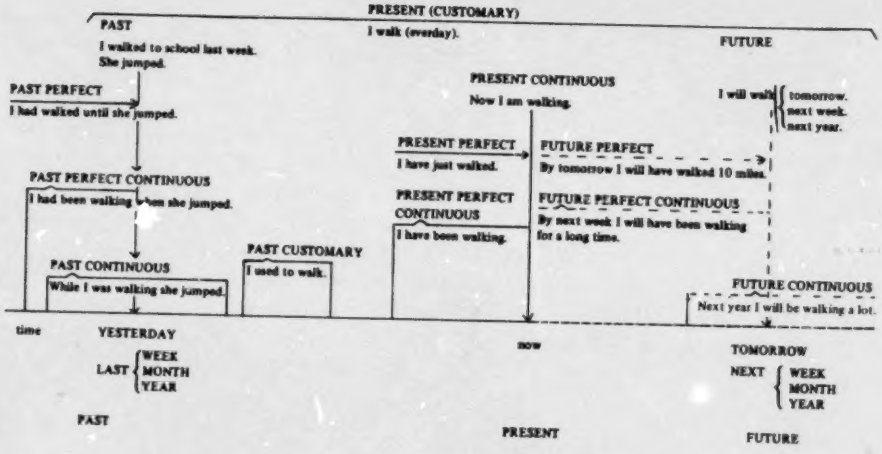
In *English for Israelis* Levenston informs us that control of the English tense system is one of the greatest frustrations for Israeli students studying English as a second language (Levenston 1970:82). It has been assumed that the English tense system contrasts with the Hebrew system. This paper assumes that the two systems are more closely related than Levenston indicates.

Language teachers wishing to simplify the linguistic complexity of a second language often inform their students that all languages have three tenses – past, present and future. Theoretical linguistics, of course, reminds us that such simple taxonomy will not apply to most areas of human endeavor, and certainly not to human language. There are nuances of aspect and time sequencing which all languages express beyond the so-called "three tenses" which all native spearkers use with ease and which linguists seek to describe and explain.

Modern applied linguistics might suggest that language teachers begin by teaching the "three tenses" with the clear realization that there is more involved which the students will discover as they acquire the subtleties of the second language. This also implies that we teach the weak or regular verbs which illustrate the operation of the tense system, before we introduce the "strong" or irregular verbs. After a student has a grasp of how the English tense system operates, irregular verbs easily can be shown to apply to the system as, for example, *run – ed = ran* and *sing – ed = sang*.

Both Hebrew and English speakers report events as completed *past* activities, predicted *future* activities and activities which customarily occur or are occurring at *present*. Hebrew verbs are inflected for differences of time, person, sex, mood, passivity and the nature of the activity reported. All of these aspects are expressed in English by inflection for past activities, continuous and present activities. Otherwise, they are expressed by the use of pronouns, pronoun deletion, the auxiliary verbs "be," "have," and "go," the modal "will" (and "shall") and alternative verb selection to show the intensity, reflexivity, or transferred nature of the reported activity.

Much as they are in Hebrew, all aspects of the complex English tense system are tied into one of three time coordinates. The following chart illustrates how the "aspects" *perfect, continuous,* and *customary* relate to these time coordinates.

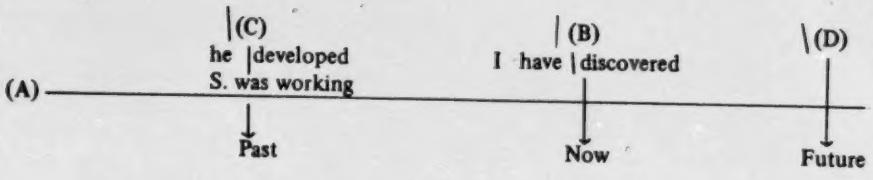


After students of English as a second language have become accustomed to the organization of this chart, it becomes an easy matter for the teacher to abbreviate the chart on the chalkboard in order to illustrate how tense and aspect work together for a particular sentence. For example, in the sentence:

> Recently, I have discovered that while Steinmetz was working in New York he developed his theory.

Here we have a complex sentence with the *present perfect*, the *past continuous* and the *simple past* tenses represented.

With the organization of the chart in mind, the activities of this sentence can be illustrated as follows:



The most important line is the "time line" (A) which is drawn first. Next, an arrow is drawn which intersects the time line about midway. This always is labeled "now" (B). Another arrow intersecting to the left represents the "past" referent to which all past activities are attached (C). Activities in the future are attached to an arrow intersecting the time line to the right (D). This organization chart does not take up the nuances of the English modals except *will*. English modals are not used with great precision by many native speakers nor is there an adequate description of their individual multiple uses. A future article will show one approach to presenting modals to beginning students of English as a second language.

The organization of the chart has been very helpful in explaining how tense and aspect operate in English. I normally only teach five forms (simple past, present, future, present continuous and present perfect) and find most students acquire the other eight forms by analogy. In explaining complex sentences, such as the one illustrated above, I refer to a large poster of the chart in the classroom or draw a time line and a few arrows on the chalk board.

THE ROLE OF THE EXPERIENCED ENGLISH TEACHER IN TRAINING FUTURE TEACHERS

by *Shaul Shaulson*, Jerusalem College for Women

The natural tendency of all species is to reproduce themselves. Lately, as supervisor of English student teachers at the Jerusalem College for Women, I have begun to wonder whether all English teachers in Israel wish to perpetuate their kind. In the past I usually found experienced teachers of English willing to take on a young fledgling and help train her* toward a future career. Unfortunately this has not been my experience recently. Although there is still cooperation, it is declining. Various reasons are now being given by good teachers for refusing to accept student-teachers that were not voiced in the past. It seems that in the past, teachers, although confronted with the same types of difficulties that confront them today, were willing to surmount obstacles whereas today they frequently are not. Personal and professional problems, such as not having enough time, or feeling that a troublesome class will be disturbed by a third party, were often overcome and the student-teacher was happily taken aboard.

Rather than be critical of this behavior I have tired to understand why it exists. Apparently there are a number of factors which help explain the phenomenon. It is my pur-

*I use the feminine throughout this paper only for purposes of convenience and convention.

The puppets are useful in conversation and short plays.

The children are very receptive to games. A very successful game is bingo. To play bingo each child needs a card with a number of items. Each card has the same items but in a different order.

	1	2	3	4
	A	B	C	D
2	E	F	G	H
3	I	J	K	L
4	M	N	O	P

	1	2	3	4
	A	E	I	M
2	B	F	J	N
3	C	G	K	O
4	D	H	L	P

A row is selected, the teacher calls out an item, every child who has the item in that particular row covers it with a marker. The child who covers all the items in the row first is the winner.

Each child prepares his own game. The teacher prepares a stencil. The children are given blank cards, scissors and paste. They are pleased to do it and are quite serious about where they will place each item.

For the teaching of the clock, each child can prepare his own clock with moveable hands. The hands can be attached with a straight pin.

To teach numbers the teacher can prepare, for each child, two sets of numbers from 0-9. The pieces of paper can be the size of a letter envelope; in this way each child receives an envelope and is able to keep all his pieces together.

With these sets the child is able to make almost any number. There are many ways to use them. For example, the teacher calls a number and each child makes it with his own number, or two children can compete.

An excellent number game takes the form of a race. The teacher writes a group of numbers on one side of the board and the same numbers on the other side. The teacher then calls on two pupils and a number. Each child must go to the board and circle the said number.

Eventually the children will accumulate quite a number of items. A good way to keep everything together is to give each child a large paper bag so that he is able to keep all his things in one place; all the bags can then be kept together in one place.

We begin the year with only oral work, but eventually the children will want and need to continue to the fundamentals of reading and writing. The children will be enthusiastic in the beginning and it is our job to work on this and build their confidence as well.

One of the first things the teacher can prepare is a large ABC chart, with a place for each letter, a word that begins with this letter and a picture.

It deserves a permanent and prominent place in the classroom. The children will use it again and again to help themselves. It can be used to sing the ABC song and drill the letters.

A second ABC chart that is very useful has a place for each letter and a little pocket below it. The teacher prepares flashcards to be placed in the appropriate pockets.

These are used in several ways. For example, the teacher distributes them to the pupils. The teacher then calls out a word (e.g. "apple") and the pupil who has the corresponding card must put it in the appropriate pocket (e.g. under the letter 'A'). If the chart is left

in the classroom the children will enjoy taking the cards and arranging them alone.

A pleasant way to introduce writing is to provide each child with a notebook (without lines) and each time a new letter is learnt the child prepares a page of his notebook as a kind of dictionary, with the word and a drawing of the object signified by the word.

They enjoy the drawings, and are very pleased with themselves.

In conclusion and on a personal note, I teach from Grades 4 to 10 and I find Grade 4 the most enjoyable, mainly because the children seem to enjoy English so much. There is so much potential to be tapped and worked with that I really hope we will be able to start English in Grade 4 with a set programme soon.

ENGLISH TEACHING IN GRADE FOUR

by *Lucy Marnin* and *Anna Sotto*

Arouse the pupil's interest, stimulate his imagination, and teaching English in Grade Four is bound to be sheer fun for the pupils, but a geat deal of thoughtful preparation for the teacher.

We would like to present these guiding lines, based on three years of working with fourth graders in a development area. The classes were large in number, many of the children came from what are called "culturally-deprived" backgrounds. The pupils all enjoyed their English lessons.

The programme is based on games, songs, rhymes, lots of simply produced visual aids, a selection of toys and puppets, and above all, ingenuity on behalf of the teacher.

We have not made any sharp divisions between these lessons. Depending on the mood of the class, the teacher (!), the level of intelligence, each teacher can decide for himself where to call a halt. For the sake of clarity we have used the word 'Units' but the pace is up to the teacher.

The approach to reading is neo-phonic, and the stages that are worked through are

1. Oral comprehension,
2. Reinforcement,
3. Reading,
4. Writing.

Finding the usual approach of teaching the noun and classroom situation a static one, we have chosen to start with a more dynamic one, involving action and imagination. Unlike the later years where the teacher is rushed, in Grade Four there is no pressure of time, and this helps create the relaxed atmosphere that is most conducive to learning.

Our aim is to keep the lessons lively, with many varied activities, in short – to make the English lesson an enjoyable experience.

(Editor's note: following are the first three Units in the programme)

UNIT ONE

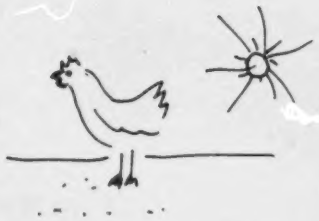
Visual aids: A large poster showing a boy in bed, his mother waking him up, the sun shining through the window, a rooster crowing.

Song: (to the tune of קום בחור עצל)
Get up little boy
It's time to go to school, (2)
Get up! Get up!
It's time to go to school,
Coo-coo-ri-ko Coo-coo-ri-ko
the rooster says 'Hello!'

The teacher points to the poster, sings the song, the pupils repeat. The teacher acts out the words, – 'get up!' 'it's time to go to school' (points at her watch). When the pupils know the song well, it can be sung as a round.

Class Activity: Act out the song. Choose three pupils, the boy, the mother, the rooster. Two chairs put together make a bed. The class sing the song while the pupils act it out.

Let's Draw! Each pupil has a blank page notebook where he draws, and does his homework assignments.
The teacher using coloured chalks, draws the poster, in simple lines, on the blackboard, and the pupils copy this and colour it in.



UNIT TWO

Visual Aids: One puppet of a boy, the other of a girl. To the tune of 'Are you sleeping' the teacher holds up both puppets, shows the class and sings:
I am Dana (2)
Who are you? (2)
I am Dan (2)
How do you do! (2)

Class Activity: The teacher holds up one puppet and turning to a pupil sings the first two lines, the pupil answers with the second two lines. The teacher gives the puppet to the pupil who turns to his neighbour singing the first two lines, his neighbour repeats the answer – the last two lines. Go round the class till everyone has had a turn.

Continuing with the song 'are you sleeping' the teacher sings and acts, pretending to be looking for a pupil, holding one puppet behind her back.

Where is David? (2)
I don't know! (2)
(finding him) Here is David! (2)
Hello hello! hello hello!

UNIT THREE

Visual Aids: Three balls, red, blue and white. When you mention colour, use the same symbolic gesture. A suggestion – a circular motion with the finger, so that the pupil associates the action with 'colour'. The teacher holds the ball in the crook of her arm and by gesturing to the class gets them to follow her actions. Only the teacher has a ball, the pupils have imaginary ones.

Teacher: Look!
I (pointing to herself)
have a ball (pointing to the ball)
This is my ball.
My ball is red.
I have a red ball.

Class Activity: The teacher calls a pupil out to the front of the class, and *he* holds the ball and repeats after the teacher. By changing pupils, and the different coloured balls, the same four key structures are being reinforced in an interesting manner. When the teacher feels that the class is ready, simple adjectives that can easily be illustrated, are introduced.

big small
new old

The teacher holds up, say a small ball, and the pupils respond:
I have a ball,
this is my ball,
my ball is small,
I have a small ball.
It is important that the actions are carried out. The teacher says, 'as if' כאילו and the pupils know how to respond.

Written Work: The teacher says, 'a small ball' or 'a new ball' – and the pupils draw in their notebooks.

INSTRUCTIONAL ENGLISH

by *J.R. Ewer* and *Evan Hughes Davies*

What Is It?

For all students of Scientific, Technological and Technical English (hereafter referred to as STTE), whether they are engaged in 'pure' sciences such as physics or biology, or their practical applications in technological careers (e.g. engineering or medicine) or technical specialities such as workshop maintenance or metalworking, the ability to understand written, and in many cases oral, instructions is a prime necessity.

The attached list, based on an analysis of textbooks of laboratory and workshop practice, maintenance manuals, etc., shows the items of high frequency and wide range occurring in this type of literature, and which thus constitutes a small but powerful 'core' language for the English of scientific and technical instructions. The list does not include the *specific* nouns and adjectives used in the various specialities (such as 'wire', 'terminal', 'pole', 'positive', 'negative', etc., used in electricity for example).

At What Stage Should It Be Taught?

Together with 'idea-following' exercises, it should be taught right at the beginning of any STTE programme (instructions are in any case a common form of idea-following exercise). Instructional English is, in fact, an ideal variety of language for beginners to start learning English with, as it enables them to learn some very useful material rapidly and in an active and interesting way.

How Much Should Be Taught, and To Whom?

Students of *science and technology* should be taught the list in its entirety, for two main reasons:

a. the study of these subjects involves a growing degree of inter-disciplinarity (for example, a medical student or research worker will have to study not only biology, but also mathematics and statistics, physics, chemistry, and, increasingly, the social sciences as part of his formal training; in his subsequent career he will almost certainly have to follow instructions for the administration of drugs, the operation and maintenance of equipment, etc);
b. the Instructional English List contains about 20% of the basic language of science and technology in general; hence students who master the language of instructions will thereby account for an appreciable proportion of their overall learning task.

Students of *technical subjects*, on the other hand, to whom the criteria of scientific training and inter-disciplinarity do not usually apply, have no need as a general rule to learn all the items listed, though most of the non-specific nouns and adjectives and the structural words and modifiers will still be indispensable. ***The teacher should therefore edit the list – particularly the section on verbs – in accordance with the probable requirements of his students.***

How Should it be Taught?

The following are a few general hints, pending the completion of the corresponding teaching materials in detail:

The methodology for teaching Instructional English is essentially enactive and manipulative. As a preliminary step, the teacher should prepare a bilingual version of the list so that the students will be able to make the necessary associations with the vernacular at all times.

Taking each section of the list in turn, the teacher then demonstrates the various items, using familiar and accessible realia such as empty boxes, books, pens, pieces of furniture, etc. and simple blackboard drawings, to begin with; later, he can use actual workshop or laboratory equipment if available, or the simple home-made 'kit' described below. While demonstrating, he repeats items several times, giving both the English and the vernacular equivalent.

In the second stage of each operation, he gives the students instructions for carrying out simple operations with the objects they have on their desks or in their pockets (a box of matches is a very flexible teaching and learning aid). The instructions are very short and limited at first, and revolve around the items the teacher has just demonstrated. He should get individual students to repeat the instructions which are given orally as many times as appears necessary, for the benefit of the rest of the class.

In the third stage, the students themselves, working first in groups and then in pairs, give each other similar instructions (though changing the order as they acquire confidence). In the group work, the 'instructors' should be assisted by 'checkers', who help ensure that the instructions given are (a) correct, and (b) correctly carried out by the integrants of the respective groups.

Instructions should be given both in writing (on the blackboard by the teacher, on paper by the students) and orally.

As each section of the list is learnt, the material available for use in the succeeding sections becomes more extensive and the instructions can be made more elaborate. Apart from allowing the teacher to make use of the principle of cumulative presentation, whereby the students become thoroughly familiarised with items through their re-introduction at intervals in fresh contexts, this device, when carried out orally, also serves the purpose of helping to train students in the essential idea-following skills.

At this point, i.e. when dealing intensively with the verbs and modifiers, it is a good idea to introduce the use of inexpensive 'kits' made up of easily accessible household material, with which the students can carry out simple but meaningful operations and experiments which link relatively large numbers of the items together in continuous action-chains (e.g. in a 'micrometer-gauge' measuring operation, using only a bolt and 2 nuts as equipment, nearly 100 items of the list are utilised). Materials which have been found useful in developing such kits include the following: a short piece of thin, easily bent wire, spring clothes-pegs, paper-clips, rubber bands, candle-stubs (as a source of heat, amongst other uses), aluminium-foil pastry-moulds, paper drinking cups, etc. Hints on experiments which can be carried out with this sort of kit can be found in publications such as the UNESCO *Source-Book for Science Teaching*. Such materials add a great deal of variety and interest, as well as verisimilitude, to the class, and encourage rapid and thorough learning.

2) Later on in the story, a good group can be told to read forward a page or two and to either a) answer questions you give or b) ask questions (written) for the rest of the class or c) write a dialogue (play) to perform for the rest of the class.
3) A sheet with skeleton summaries of a story or passage is given and the groups have to rewrite, filling in the missing words, phrases or sentences either with or without the book open.
4) Compositions – each group is given the headings of one or two paragraphs. Later they are all put together to form a composition.
5) *English Newspapers*
Everything mentioned above can be done for articles from newspapers. Of course, groups can be given different subjects to write their own articles – columns – reports – editorials – headings, etc. (puzzles with vocabulary, etc.).
6) All the above assignments can be done through PICTURES. Pictures can also be cut out from several copies of ABC TIMES, JUST FOR YOU and other newspapers, pasted on cardboard and given to the groups for headings, sentences, questions, paragraphs, reporting. etc.
7) Time is left at the end of the period for reading back to the rest of the class, or for improvisation, or this can be done in the next period. A pupil who can write clearly may be asked to rewrite his own group's work and all the rewritten work can be put up on an illustrated placard (arranged by another pupil). Pictures can be drawn and painted to illustrate.

GUIDELINES FOR TEACHERS IN THE "SECRETARIAL AND TOURISM" TRENDS IN TECHNOLOGICAL SCHOOLS

Preparing students for the Internal Section of the "Four-Point" Matriculation examination, Tecchnological Trend

1. **Internal Examination (90 minutes) – Secretarial Trend**

3 Parts:

Part 1. *Business Letters* (100 words)

Examples:
1. An enquiry (e.g. asking for information, catalogues, etc. and a letter answering such an enquiry);
2. Sending an order for goods, and acknowledging such an order;
3. Letter saying that goods have been despatched, and in what manner;
4. Letter of complaint and acknowledgment;
5. Letter enclosing account, cheque, etc.;
6. Getting a job, where English is required (i.e. understanding an advertisement, preparing one, letter of application, drawing up a curriculum vitae);
7. Making travel arrangements;
8. Import and Export business – documents, payments in foreign currency, etc.;

Part 2. *Language Exercises*

9. Simulated telephone conversations;
10. Dialogues in a business situation (e.g. bank, post office, interview for a job, callers to an office);

Part 3. *Language Exercises in Hebrew*

11. Summarizing in Hebrew a message in English, a document in English (e.g. import-export), or an advertisement in English.

2. Internal Examination 90 minutes – Tourism Trend

Part 1. *Writing in English* (100 words)

Examples:
1. a message in English;
2. writing reservations;
3. booking tours;

Part 2. *Language Exercises in English*

4. dialogues between tourists and receptionist, travel agent, etc;
5. simulated telephone conversations;

Part 3. *Language Exercises in Hebrew*

6. summarizing in Hebrew tourist information written in English.

3. Suggested Syllabus for the Secretarial Trend

1. The Role of the Secretary in an Office
2. Dealing with Callers to the Office
3. Using the Telephone
4. Daily Office Routine and Equipment
5. Taking and Passing Messages
6. Oral Reporting
7. Reporting in Writing
8. Taking Notes in Meetings
9. Writing Letters
10. Filing
11. Filling in Forms
12. Encoding and Decoding Messages, telegrams, advertisements
13. Dialogues and Interviews
14. Travel arrangements, Hotel bookings, etc.
15. Import-Export Business

4. Suggested Textbooks for the Secretarial Trend

Note: Classes should *also* be learning from a general English textbook; the list below is of textbooks in secretarial English only.

4.1 **Grade 10**

"English for your Business Career" Book II, by A.E. Beesley (Collier MacMillan)
Note: Book I is more suitable for "Gemer" classes.

or

"English in Business" Books I and II, by Schiffrin, Uteda and Golstein (Longman)
More advanced than Beesley.

4.2 **Grade 11 (and for a weaker Grade 12)**

"Modern Office Ltd" (BBC)
Highly recommended; text all in dialogue; good exercises.

4.3 **Grade 12**

"Office Practice: Secretarial Duties" Book 2 (Special English series: Collier-MacMillan)
Text mainly dialogue, but each chapter has a passage for "Reading and Comprehension" in continuous prose, summarizing the subject of the chapter.

"Commercial Correspondence in English" by Spooner and McKellen (Nelson)

or

"The Language of English Business Letters" by A.B. Kench (MacMillan)

5. **Syllabus for the "Tourism Trend"**

1. Reservations
2. Reception, Registration, Checking Out
3. Damage Problems
4. Foreign Exchange
5. Complaints and Inquiries
6. The Telephone and the Switchboard
7. Public Relations
8. Dining: Setting the Table, Meals, Menus
9. Waiters and Service
10. Utensils and Equipment in the Dining Room
11. Planning a Tour, brochures, travel guides
12. Escorting a Tour
13. Courtesy and Etiquette

6. **Textbooks for the "Tourism Trend"**

"Hotel Personnel", Books I and II, *"Tourism"*, Book I (Special English series, Collier-MacMillan)

Selected guidebooks and brochures
Additional books, for the use of teachers:
"The Language of Hotels in English" and *"The Language of Tourism in English"*, both by Euguene J. Hall, English for Careers series, Regents Publishing Company; also *"Tourism"* Book II, Special English series, Collier-MacMillan

THEATRE GAMES FOR ALL GRADES

by *Lenny Ravich*

During a summer training course for teachers in Kiryat Shmona and Tiberias, we explored further possibilities in using *Theatre Games* at all levels as an alternative to drills and frontal lessons. Since the results have been positive in the classroom, we would like to share our experience.

Sentence-Phrase and Movement Game

This first game involves expression through words and movement. The pupils are divided into two lines. They face each other leaving a large playing area between them. One pupil comes toward the middle of the playing area while repeating a word or phrase, in English, with a matching body movement. For example: "I have a toothache!" or simply "My tooth!" would be repeated time and again with a matching body movement (i.e. hands pressed against the face as if in pain) while gradually moving towards the center of the playing area. As he repeates this phrase and movement, he makes eye-contact with a player in the line opposite his. The second pupil (with whom the first has made contact) joins the first pupil in the center, imitating the same phrase and movement. Now, both are in the playing area saying and doing the same thing together. The first player then leaves the playing area by taking the second player's place in line. The second player, while still in the center, keeps repeating the phrase-movement that the first player has given him, until he invents a new phase and movement. (i.e. Opening arms wide and repeating "Good Morning!" until making eye-contact with a third player in the line opposite his.) This game could continue until all or most of the pupils have participated.

Name Four Things Game

All the pupils except one, who stands in the center, sit in a circle. The center player closes his eyes while the others pass any small object fom one to the other. When the center player claps his hands, the pupil who is caught with the object in his hands must keep it until the center player points at him and gives him a letter of the English alphabet. The pupil who has the object must start it on its way immediately so that it passes through the hands of each of the pupils in the circle in turn. By the time it returns to him, he must have named four objects, the name of each beginning with the letter suggested by the center player. If the pupil does not succeed in naming four objects in the time that the object makes the round of the circle, that pupil must change places with the one in the center. If the circle is small, the object should be passed around two or more times.

Variations for weaker groups or younger classes would be to name four or five fruits, vegetables, colors, things in the room or parts of the body before the object makes the round of the circle.

English Machine Game

The object of this game is to play the part of a whole machine. One pupil comes to the center of the playing area and moves his limbs or any part of his body as part of a machine, while repeating a word or phrase in English. For example: A pumping motion while repeating the phrase, "I'm hungry." He repeats the motion and phrase as part of the machine, while another pupil comes to join him by becoming, and by that, adding another part to the machine, with a new phrase and movement (i.e. lifting hands over head while repeating, "I'm happy," emulating the motions and behaviour of a machine). One at a time the pupils join in as more parts are added, until all or most pupils are involved as the parts of a whole *English Machine*.

What's in the Sack Game

A sack full of objects is placed at the front of the classrom. A pupil is chosen to come to the front of the class, close his eyes and put his hand in the bag while feeling for a familiar object. Once he has identified an object through touch only, he must communicate to the class, through pantomime, the object in the sack. Example: A pupil, eyes closed, identifies a pencil through the sense of touch. He leaves the object in the bag and pantomimes someone writing something down. One member of the class raises his hand and asks, "Is it a pen?" The player answers, "No, it isn't." A second pupil asks, "Is it a pencil?" The player answers, "Yes, it is. It's a pencil." The object is taken out and placed in full view of the class. The pupil who has guessed the object goes to the front of the class and the game is repeated until all or most of the class has participated.

These games generally result in participation, laughter and all-around enjoyment. It might be an excellent way to begin or end each lesson in review of work previously done, or just to lighten the atmosphere. In any event, even the shyest pupil will welcome the opportunity to get out of his seat and on his feet to express himself, on his own level, in English through *Theatre Games*.

TEACHING THE READING SKILL

by *Rivka Kressel*

"No textbook, however excellent,
is of value to a student who cannot read."
(Lee, Fraser and Johnson, 1961:247)

Anyone visiting schools cannot but be aware of the fact that not all of our pupils have mastered the skill of reading English texts, however basic. Norris (1972:189) points out that in many EFL programs the written language has been de-emphasized almost to the

point of extinction and many students are never taught to read in a systematic way.

Thorndike pointed out almost half a century ago that reading is a very elaborate procedure, involving the weighing or each of many elements in a sentence. Thorndike concerned himself with the difficulties encountered by the native speaker learning to read. Opinions have been voiced that once the initial difficulty is overcome, the learner will easily learn to read texts in languages not his own. (Morag, 1958:36; West, 1941:36) Fries is less optimistic.

Comparing the English writing system with those used in the graphic presentation of other languages, especially those of Oriental origin, one cannot but be aware of the difficulties facing students whose first language is Hebrew. Not only have these students learnt to read a different set of graphic symbols, they have also acquired reading habits that may well interfere with the reading of texts presented in Roman script.

Readers of Hebrew must be made to realize how the Hebrew and English graphic systems differ. They must learn that some sounds that are represented by a single Hebrew symbol are expressed by two English ones; that some symbols stand for sounds that do not exist in Hebrew; that English uses letters instead of the "points" used for the graphic expression of many Hebrew sounds.

The pupil must learn about the existence and function of upper and lower case letters, for even though the difference between the two sets of symbols is not phonemic, the learner must learn their function in normal English orthography. Still, recognizing the symbols is only the beginning: Traditional grammar names five vowel letters: *a, e, i, o, u,* and, sometimes *y,* which functions as a vowel in final position.

In addition to the use of each of these vowels in the production of two different phonemes each (VC and VC+e), the compound graphemes of English include a great number of vowel-letter-combinations e.g. *ae, ai, au, ea, ee, ei, eo, ew, oa, oo, ou, ow, ue.*

Some consonant-combinations function as single phonemes: *ch, gh, ng, ph, rh, sh, th;*

Some letters appear as graphemes but are mute: *e* in final position, *b* as in bomb, *w* as in who, *p* as in psychology and others.

All the factors mentioned create difficulties for the native English speaker and are not likely to make the Hebrew speaker's task any simpler. The tables listing graphemes used in the expression of English phonemes presented here are likely to heighten the teacher's awareness of the problem.

phoneme	**grapheme**	**e.g.**
/i/:	ay	quay
	ee	week
	e	be
	e..e	scene
	ea	tea
	eo	people
	ei	perceive
	ie	believe

phoneme	grapheme	e.g.
/ɪ/	i	sit
	e	English
	o	women
	u	busy
	ui	building
/ei/	ei	veil
	ea	break
	ey	survey
	a..e	plate
	ai	snail
	ay	play
/e/	e	pen
	ea	bread
	ie	friend
	eo	leopard
/a:/	a	father
	ar	bark
	ea	heart
/ʌ/	u	sun
	o	son
	ou	trouble
	oe	does
/ɔ/	o	cod
	a	wad
/ɔ:/	al	walk
	au	fault
	aw	saw
/ou/	o..e	rose
	oa	coat
	oe	goes
	ou	soul
	ow	row
	ew	sew
/u/	u	push
	ou	could
	oo	foot
/u:/	u..e	rude
	u	fluent
	ui	suit
	ou	soup
	o..e	prove
	eau	beautiful

phoneme	grapheme	e.g.
	ew	few
	oo	boot
/ai/	i..e	ride
	igh	night
	eigh	height
	ie	lie
	ey	eye
	uy	buy
	y	fly
/oi/	oi	oil
	oy	boy
/ə:/	er	serve
	ear	learn
	ir	girl
	or	worm
	ur	turn
/ə/(the commonest vowel of all)	a	banana
	o	common

Consonants tend to be less complex. Still, here too there is a great amount of diversity:

phoneme	grapheme	e.g.
/k/	c	car
	cc	occur
	ck	black
	cu	biscuit
	k	kite
/g/	g	go
	gg	egg
	gh	ghost
	gu	guitar
/f/	f	fill
	ff	offer
	ph	photograph
/s/	s	sun
	ss	lass
	sc	science
	c	ceiling
/ʃ/	s	sure
	sh	shop
	ti	patience
	ch	machine
	ss	mission

pose to deal with one of them, in the hope, if I am right, to be of some help in this matter. We have all probably experienced in our lifetime the desire to ask a seemingly simple question and then feel too embarrassed to actually inquire. I suspect that there are many experienced educators who are not willing to accept student-teachers simply because they ar not sure of what to do with them and are too self-conscious to ask about the "obvious." Thus the purpose of this paper: to describe the role of the classroom teacher in the preparation of future teachers.

I am sure none would argue about the benefits to be gained from having a prospective young teacher leave the classroom of theory and enter the classroom of reality. For no matter how excellent a formal training may be, it cannot afford the future teacher the experience that actual observation in the classroom has to offer. Student teaching offers an excellent transition from professional training to total responsibility as a classroom teacher. For such an experience to succeed it is most important that a well-devised plan, based on sound educational principles, be followed. There are four basic components in such a program: the student teacher, the training teacher, the supervisor, and the children who are being taught. Let us investigate how such a program operates and envision the roles played by the above mentioned.

In most cases the third-year student-teacher has already been exposed to the field, but in a limited capacity. During student-teaching this exposure is much more intensified and the responsibility is far greater. Such a delicate matter however requires careful planning and execution. A student-teacher thrown together with an experienced teacher where neither is prepared for the situation is obviously a frustrating situation at best.

The actual placement of the student-teacher is usually done by the teacher-supervisor, an experienced professional who is most often a member of a Teachers' College or a University faculty. When placing his students, the supervisor may discover that some compromise will have to be made between the ideal and the reality. One must take much into consideration, including such details as the student's schedule at college, her place of residence, and the location of her assignment – not to mention the training-teacher and her situation. Ideally we are concerned with obtaining the best learning situation possible with the opportunity for optimum growth and development, regardless of who has to be incovenienced. Yet, even within the ideal there are certain conflicts. Should a student be placed in a school where everything runs smoothly, where students are anxious to learn, and where most of the experiences of the student-teacher will be positive ones, and thus the desire to enter the teaching profession will be reinforced? Or should the student-teacher be exposed to, what many claim, "the real thing," namely, disadvantaged children often lacking the motivation to learn, where most of the experiences of the student-teacher will likely promote discouragement and raise doubts about a career in teaching?

Each teacher-supervisor makes his own calculations and tries to decide what is best for his students: at times he is affected more by educational theory and at times he is affected more by situational practicality. Usually, as a result of much experience and many contacts, the supervisor becomes quite familiar with the various schools, their characteristics, and the quality and variety of teaching; and is able to move agilely in trying to secure what he needs. Obviously much cooperation is necessary, particularly if the requests and desires of the student-teacher are to be taken into consideration.

Once the necessary footwork has been completed and the teacher supervisor has come to an understanding with the classroom teacher, the supervisor is traditionally expected to request from the school principal permission to place his student in the school. Only once was I refused such a request, with the principal explaining that he felt that the point had been reached where there were more student-teachers than actual students in his school.

The next step is usually to have the student-teacher contact the classroom teacher, introduce herself, and thank the teacher for agreeing to work with her. An appointment is then set up where the supervisor, the classroom teacher, and the student-teacher all meet and discuss their general plans for the year. It is at this time that the ground rules are reviewed and basic details are spelled out so that each person will know his role and so that no misunderstandings will arise. If possible, it is also hoped that the actual program for the student-teacher can be established at this meeting. I am often asked by teachers what classes and levels the student-teacher should be assigned to. There are some teachers who feel that the student-teacher should follow a class through the week, others suggest variety as the keyword. In all honesty my suggestions have to tempered by the reality of each individual situation. Ideally I would prefer my student-teachers to be exposed to as much variety as possible and at the same time experience the intensive observation of one group throughout the syllabus. Circumstances often determine what eventually will be programmed. It must be remembered that student-teachers have limited opportunity for observation as their own studies have already been scheduled and only certain days and hours are available for student-teaching. The classroom teacher also has a fixed program with specific types of groups on specific days at specific hours. Thus, although I am guided by pedagogical ideals I am also influenced by administrative realities. To date neither has had to suffer significantly at the expense of the other.

The actual activities of student-teachers vary from institution to institution; yet there are many basic similarities. Our practices at the Jerusalem College for Women, although individualized, are not significantly different from the practices at other schools. Perhaps the major difference, because of our unique nature, is that students obtain certification in two separate areas of study and therefore must do, if I may say, a double dose of student-teaching; one in each area.

Student-teachers of English are required to be in the classroom during their third year for one hundred and twenty hours – usually four hours per week for thirty weeks. They already know their assignment in July and often begin their activities early in September. Although classroom teachers do not always feel comfortable with such an early start, it is good practice for a student-teacher to see how the school year begins – even with its many problems and occasional "catastrophes". My student-teachers are well equipped with printed forms which have to be filled out by them at the end of each week, signed by the classroom teacher and forwarded to me at the beginning of the following week. This form indicates what the student-teacher did for the week and allows her, before we meet, to communicate with me about any questions, problems, or unusual observations that she feels may need my attention. These forms are kept by me on record and are available when necessary.

The activities of a student-teacher are varied, and so they should be. The ideal is plainly

that this period should serve as a transition from seminar student to classroom teacher. It should give the future teacher the necessary confidence and know-how that she will soon need to conduct her own classes.

During the first few weeks the student-teacher should acclimatize herself to the classroom by spending her time observing the children and their teacher, trying to get a feel for what is happening. She should try to learn the students' names, to familiarize herself with the curriculum, and to analyze what the teacher is doing. It is suggested that the classroom teacher meet with her apprentice periodically during the initial stage to discuss what has taken place and provide her professional insights as to what has been observed. The student-teacher should not hesitate to ask questions, and my experience has even taught me that teachers are open to corrective criticism if the student-teacher seems to have detected a contradiction between what she has learned and what she has just observed. I expect my student-teachers to have enough tact when asking and not to assume that because they are completing their formal training they know more than an experienced teacher. We all know that unusual situations require flexibility and improvisation even at the expense of textbook doctrines. It is good for the student-teacher to be made aware of this.

Once the student-teacher has become comfortable with her new situation she should be prepared to confront the class on her own. For an experienced teacher this of course presents no great threat. For our future teacher it can be terrifying. Therefore, I usually suggest that the first few solo appearances of the student-teacher be limited in scope and in time. She should present what I call "mini-lessons", not lasting more than ten minutes each. For example she can review a previous homework assignment or drill the class in a familiar language pattern. Subsequent lessons can last longer until eventually a complete class lesson has been taught by the student-teacher. The classroom teacher plays a crucial role in this area. She helps the student-teacher determine what material will be taught and offers suggestions on how to prepare for the lesson. She is present during the lesson and makes the necessary professional analysis. Sometime after the lesson has been taught the two meet and discuss what took place. It is very important of course that constructive criticism be offered which will enable the student-teacher to learn from her mistakes and want to do better the next time. Proper suggestions should be presented with specific recommendations as how the lesson should be taught. Give-and-take is paramount in this situation.

My student-teachers are required to teach fifteen lessons, among which are enumerated their initial shorter lessons. Students are equipped with fifteen copies of a form which they present to the classroom teacher before each lesson. The upper part of the form, which provides details about the lesson, is filled out by the student-teacher while the second part, an evaluation check-off list, is completed and signed by the teacher and returned by her to me. I have designed a form which does not require too much from the classroom teacher, yet provides a good picture of how the student-teacher had performed. These forms are returned to me by mail and are kept in the students' file in chronological order. The student provides such information as the aim of the lesson, when it was taught, to whom, and what assignment was given. The teacher rates the overall achievement as well as such specific details as the student-teacher's appearance, enthusiasm,

fluency, voice quality, control, and preparation. One of my responsibilities is to attend a number of these lessons, once the student-teacher has established herself, and to meet jointly afterwards with the classroom- and student-teachers. A final formal lesson is given toward the end of the school year where the student-teacher is officially evaluated as to her ability.

Student-teachers are expected to do more than just observe and teach. It is also assumed that from their experience they will also achieve a total familiarity with the school and its operation. They should discover what the administrative as well as the educational responsibilities of a teacher are. They should investigate the auxiliary facilities available in the school and learn how they can best be utilized. It is wise for them to realize that not everything will be as they would like it, and that at times they may have to depend on nothing more than their own initiative.

I often suggest, in addition, a number of professional activities that should be within the realm of the student's experiences. I shall now list and briefly describe three of them:

I. *INDIVIDUALIZED INSTRUCTION*. We all know too well how difficult it is for the classroom teacher to devote the necessary time to all of her students' needs. The student-teacher can often help in working with individual students or small groups of students who require special attention. This can be particularly useful when classes are not homogeneous or when a limited number of chidren in a heterogeneous class are falling behind. The classroom teacher at first works closely with the student-teacher illustrating what has to be done. Because the student-teacher participates in the regular classroom lessons and has become familiar with the children and their material, she can adjust readily to her new role and eventually requires less and less assistance from the classroom teacher. Such individualized instruction has obvious benefits for all involved.

II. *PREPARING AND MARKING EXAMINATIONS*. There has been a great deal of attention recently in our professional literature in the area of foreign language testing. Apparently there is much more here than what first meets the eye. Testing our students properly can be much more challenging than we may often think, even during a routine quiz. An experienced professional teacher has much to offer her apprentice. Although formal training has been providing much more direction in this area than in the past it is still necessary for the new teacher to put into operation what she has learned – which may also be beneficial to the classroom teacher – and to apply her theory to a real situation. Thus, it is highly recommended that the classroom teacher afford her care the opportunity, under supervision, to prepare various types of quizzes and examinations as well as to evaluate them. In turn, the two should evaluate the product and its results.

III. *PREPARING AND PRODUCING AUDIO-VISUAL MATERIALS*. My students have had much training in the preparation of audio-visual materials, and their practice-teaching should provide an excellent outlet for them to implement all that they have learned. There is nothing wrong for an experienced teacher to request that her student-teacher prepare the visual materials for a class lesson. The classroom teacher can often suggest shortcuts and modifications which will encourage the future teacher to use visual aids more frequently, avoiding elaborate preparations and costly outlays.

Thus, the student-teacher can become quite involved in what goes on in the classroom

and at the same time often be of help to the classroom teacher. I have yet to meet a classroom teacher who took advantage of this situation and turned one of my students into a laborer. Every teacher has her own strengths and weaknesses and each will emphasize the aspects of teaching which are most familiar to her. And so this should be. I have seen teachers possessing great skill in music pass on to their student-teachers valuable techniques for using the song as an effective method for teaching English. Others, for example, have acted as ideal models for obtaining discipline and good cooperation from their students.

Assuming the responsibility for a future colleague can be a very gratifying experience and add a unique dimension to our daily routine. Although a great effort may be required, the rewards and appreciation can often be even greater. The relationship can also be symbiotic. The fresh young product of a seminar or university is usually very up-to-date professionally. She can pass on to us, who have been away from the intensive formal atmosphere of the classroom, new ideas and information. We, on the other hand, with many years of experience, can help harness and direct this raw material in the right direction.

If I may be so bold as to state, experienced teachers have a professional responsibility to devote some time to help in the training of others. If this paper has helped to clarify what this responsibility entails, I trust it will encourage people to participate in this important activity.

WORK IN GROUPS

by *Sheila Sar-Shalom*

With our increasing awareness of the need for individual attention on the part of the teacher and for individual pacing on the part of the pupil, group work should be the order of the day.

My experience shows me that once we overcome our initial hesitation and fear of disorder in the classroom, group work – rather than creating a discipline problem – generally solves one.

We can begin by letting the pupils work in pairs, which does not entail any re-arranging of furniture. Very often it is advisable to permit pupils who wish to do so to remain in pairs (there never seem to be more than two or three of these) even after we have divided the rest of the class into groups of threes, fours, or fives (according to the size of the class). For these groups it may only be necessary to tell the children to turn their chairs around to form a group of four; one or even two can sit at each side making a group of five or six (although six seems too many to me).

However, you may wish to arrange the groups according to ability: then the more advanced pupils have a more challenging assignment, and each group feels that it can cope. On the other hand, you can mix abilities so that there are one or two weak pupils with the more advanced ones. I have found that it worked best to use both methods at different times. The weak pupils, when put together with more advanced ones, tend to copy blind-

ly, unless the "stronger" ones are encouraged to make everyone in the group give at least one sentence of their own. When the weaker ones are together – under the guidance of their teacher – they are compelled to do more of their own thinking.

Of course, before any written work is done, there is a geat deal of oral discussion. This I find to be most stimulating. The teacher goes round the groups and encourages the use of a maximum amount of English, even in the first "draft". Intelligent pupils who are prone to making careless mistakes when alone tend to think, speak and write much more carefully in a group – and very often correct their peers. This gives them more self-confidence and interest in the language.

Group work gives the teacher a chance to help individuals, a task so necessary in the large classes which the lack of budget now necessitates; it creates a stimulating and happy atmosphere (noisy but generally meaningful even in a rather undisciplined classs); pupils are willing to settle down quickly and to complete a lengthy assignment with a relatively high amount of correctness in a 30-45 minute period, whereas the conventional method of giving a class written work during a class period often results in groans and very little production (most of which is poor).

The following suggestions for work in groups have all been tried out successfully in class:

After a lesson in a structure: (It is understood that similar oral drills have been done): – Each group is given a piece of paper (the board may be used instead, but the giving of pieces of paper to each group shows you have given attention to each one).
Cue words are written on the paper, with instructions, e.g.

a) Write a paragraph in the *passive* with: –car/hit; ambulance; doctor; kill; injure; hospital; telephone; flowers, etc. (if you wish, you may give a verb with each noun – according to the ability of the group)
b) or/and (for different groups) – Make sentences with the following subjects:
   a) Books. . . . . .b) Injections. . . . . .c) A Maccabiah, etc. (of course, familiar vocabulary)
c) The same with: "Make questions" (in each case, present, past, future, vocabulary, etc., the passive may be used if it has been taught)
d) Write a dialogue (telephone conversation) (or interview – reporter and celebrity, etc.) e.g. between parents and teenager

Of course, all this can be for any structure.
e.g. for "If" – each pair, or group, is given 4 pieces of paper on which are written different key words or phrases. They are first jumbled and picked out of a box by the pupils. They make as many different 'if' sentences from the papers as possible, generally funny ones.

After a story or literature lesson:

1) Each group or pair receives a piece of paper with
   a) questions on the part already read, to answer b) instructions to make questions on the part read c) vocabulary from the part read to make sentences, paragraph, or questions d) instructions to make up a dialogue with the vocabulary given or with the part read. (This group will come out later and perform/improvise).

THE TEACHING OF ADVANCED READING SKILLS IN FOREIGN LANGUAGES, WITH PARTICULAR REFERENCE TO ENGLISH AS A FOREIGN LANGUAGE

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Formal schooling is inescapably bound up with literacy, and ever since foreign languages have been taught at all reading has been an esential part of the process (Kelly, 1969, chapter 5). In the twentieth century there has even been a specifically designated 'reading method' of teaching (Mackey, 1965, p. 149) with emphasis on the acquisition of new vocabulary through fluent reading. However, using reading as a means of teaching a foreign language is a different concern from the training of reading skills (Lim Kiat Boey, 1976), and a conscious interest in the process of reading in the foreign language at an advanced level is a product of very recent developments in psycholinguistics and pedagogy: there are only five references to reading in the index of as recent a survey of foreign-language teaching as Mackey (1965).

This situation is partly accounted for by the emphasis on oral procedures in teaching during the highly productive 1960s, but it is also the result of the fact that a methodology for teaching reading in a foreign language is dependent on a number of areas of study which are not directly involved with the teaching situation at all: reading occupies an undefined position midway between linguistic and cognitive studies. It is also unclear whether advanced reading work in a foreign language poses particularly different problems from advanced reading work in the mother tongue. Altogether, in spite of the fact that there have been in recent years a vast number of studies and commentaries on problems of initial literacy, there has been very little systematic discussion of advanced reading needs and abilities, either in first- or second-language situations. Yet there have been striking differences of approach between teachers of mother tongues and of foreign languages. These differences, however, have not been clearly articulated, and are far more the product of a range of unconscious assumptions about the second-language learning situation than of a carefuly worked out theoretical position. Thus there are two main problems in attempting to survey the literature in the teaching of advanced reading skills.

First, while in recent years there has indeed been a great deal more discussion of this area than in the past, little of this has been more than anecdotal. Not only is there a lack of discussion of a rationale for teaching advanced reading, but published work itself reflects the lack of an agreed rationale by rarely concerning itself seriously with questions of purpose or justification, either in articles or textbooks. The few writers whose comments go beyond relatively trivial practical detail (e.g. Norris, 1970; King, 1976; Bright & McGregor, 1970, among methodology books; Munby, 1968, among textbooks) stand out very conspicuously. Second, as with any survey of methodological discussion, there are no clearly defined boundaries. Reading is usually taught in close association with writing, listening and speaking; there is an obvious continuity between initial reading and the development of more advanced skills, and much overlap of interest between mother-tongue teachers and foreign-language teachers, particularly when dealing with advanced

reading skills. As a result of these two problems, it is necessary for this survey to be highly selective. Textbooks and general articles are included because they represent particular approaches to the teaching situation, or because they are of particular relevance even though they are concerned with peripheral areas – such as, on the practical side, mother-tongue teaching, and, at a more abstract level, the nature of the comprehension process. To survey all these fields would take us far away from the reading process itself, but to ignore them completely would be to limit discussion to the trivial.

2. Preliminaries

Comprehension models deriving from recent psycholinguistic research offer the beginnings of an account of what is involved in understanding a written text (Freedle & Carroll, 1972; Clark, 1975; Smith, 1975). How this relates to the needs of a learner coming from a different cultural and linguistic situation is still largely unexplored territory (but see Al-Rufai, 1969, 1976; Torrey, 1970; Rivers, 1972, pp. 104-6; Goodman, 1970). At the same time there has been very little recent investigation into the mechanical difficulties of foreign readers using advanced texts, though it has been noted that they reread as they advance more frequently than native readers (Oller & Tullius, 1973).

Sociological and anthropological considerations have also been little explored with direct relevance to the reading process in a foreign cultural or linguistic setting. Relationships between literacy and culture in general have been discussed (Goody & Watt, 1963), and many investigations (surveyed in D'Arcy, 1973) have been made of reading interests in the mother-tongue situation. There have been some similar investigations (Taiwo, 1975; Dimitrijević & Gunton, 1975; Jordan, 1975) in the second-langauge situation.

In the mother-tongue situation a clearer picture is beginning to emerge of a reading curriculum from the early stages to advanced work (Melnik & Merritt, 1972*a*, *b*). A notion of reading as a process of creative interaction with the text, with the reader predicting the message increasingly accurately (Smith, 1971, 1973), provides the beginning of a theoretical basis. At the same time there is increasing awareness of perceptual and other problems associated with reading (surveyed in Vernon, 1971), and of the nature of linguistic comprehension (surveyed in Carroll, 1972). The foreign-language situation has not produced anything comparable. The need to grade and stage the advanced reading process (Rivers, 1968) has been noted, but most early discussion was restricted to the attainment of basic literacy in English (though West (1955) and Billows (1961) provide partial exceptions). Reading and writing have been discussed as two aspects of the same problem (Davies & Widdowson, 1974), but the most general analysis is that reflected in a separation of intensive and extensive reading. There is very little agreement on the precise relationship between these two terms, but it is universally accepted that intensive reading is concerned with close reading of texts and extensive reading is concerned with breadth rather than depth. A more convenient framework might be to distinguish between reading for accuracy and reading for fluency.

In methodological terms, there have been two main responses to reading problems. One, a predominantly American tradition, has been to break down the reading process, even when the goal has been fluency, and teach on the basis of a detailed analysis of types of reading skill (Lado, 1964; Harris, 1966; Plaister, 1968). This tradition has tended to

concentrate on the production of appropriate muscular habits and has borne fruit in many faster reading and reading development courses (Fry, 1963). The alternative tradition has concentrated on cognitive and affective aspects of the reading process, with an emphasis on classroom activity and discussion.

3. Intensive reading

For many years certain forms of intensive reading were widely practised in schools: short passages in foreign languages were studied and translated as part of the process of classical training. Many of the assumptions of the translation approach seem to have been carried over into the intensive reading situation in mid-twentieth-century schools. The characteristic intensive reading exercise consists of a short passage which is used as a basis for activity to promote accurate reading. Much of the questioning which in the past has been offered on passages has been designed to check understanding without actually demanding translation, and discussion still rarely clarifies whether classroom procedures are intended to facilitate or to check comprehension (Munby, 1968). It has frequently been assumed that reading ability will develop naturally if the activity is insisted on, and that the main role of the reading passage is to provide exposure to language (Lockett, 1972) or to support the work in the general language course (Roberts, 1975). The passage was often a piece of 'good' writing for appreciation, but even so it was frequently seen as a device for introducing new vocabulary or – less frequently – for reinforcing syntax (Light, 1970). Many textbooks used passages for intensive reading as starting points for various sorts of language work, and there has been much discussion of ways of exploiting the 'passage' for non-reading purposes (Mackin, 1964-6 ; Taylor, 1971; Dunning, 1975). General discussion of classroom procedures (Murphy, 1969; Abiodun, 1975) improved greatly when, in the late 1960s, the text began to be seen as a 'context' for the development, by means of probing questions by the teacher, of strategies for the understanding of other texts. Before that time there had only been a few writers who had argued that the development of comprehension ability requires specific questioning strategies by the teacher (Gurrey, 1955). More recently, the nature of comprehension exercises has been widely discussed, both in useful surveys for the mother-tongue situation which have relevance to foreign-language teachers (Walker, 1974; Potts, 1976), and in writing for the foreign-language classroom (Davies & Widdowson, 1974). For example, Hurman (1974) discusses students using the texts as a basis for developing their own oral response; Moody (1976) develops a reconstruction of a text by means of prediction exercises; Lawrence (1975) uses frame-filling exercises, and a number of writers (Plaister, 1973; Cripwell, 1976; Radice, 1976) discuss the use of cloze procedures as a teaching device. Indeed, short passages for translation are again being produced (Chamberlin & White, 1975). The feature these writers share is the emphasis on discussion around a particular problem set up by the type of question provided on the passage. The most fruitful source of discussion, because it is both flexible and controllable by the teacher, is the multiple-choice question format (Munby, 1968; Hill, 1969; Munby & Brumfit, 1975; Isaacs, 1968). It has been claimed, however, that the detail and intricacy of the questioning trains skilful question answerers rather than skilful readers (Shook, 1977). Certainly the value of the most niggling multiple-choice questions is greatest to those who need to develop reading skills for academic purposes.

Recent developments in discourse analysis have led to more refined analyses of texts, while developments in designing courses for specific purposes have led to more precise clarification of goals of reading programmes. It is now possible to specify more precisely the linguistic and rhetorical skills necessary for the decoding of texts (Ingram & Elias, 1974; Catterson, 1971; Widdowson, 1973), though the extent to which the interpretation of what is decoded can be considered a linguistic operation is a matter of some uncertainty. Some attempts have been made to discuss cross-cultural discourse and rhetorical patterns (Kaplan, 1966; Nababan, 1976), and studies are also in progress of cultural attitudes to learning to read: members of non-literate cultures have less understanding of the reading process when they encounter it (Downing *et. al.*, 1975). Again, implications of such studies for foreign-language teaching are not explored, but teaching texts and discussion based on developments in discourse analysis are appearing (Sim, 1973; Mountford, 1975; Allen & Widdowson, 1973-5). It has also been argued that the comprehension of logical relationships requires specific training in reading (Horn, 1971), and that such rhetorical and logical strategies can be adapted to the individual needs of the learner (Eskey, 1973).

Suitable texts should be enjoyable to the student, should be typical of what he will expect to read in later life (Baird, 1973), and should relate to his preferences and problems (Nation, 1974; Buckby, 1975).

When attempts are made to relate the reading passages to the reader's purposes in reading, deficiencies in pedagogy become most striking. It is mainly those preparing materials for advanced academic work who relate the questions specifically to anticipated language problems of the students, either with scientific materials (Jones & Roe, 1975; Allen & Widdowson, 1974) or with more general materials (Narayanaswamy, 1973; Kohl, 1973), and demand explicit awareness of the reading process from the learners. Otherwise discussion of this need is rare except in relation to the design of distractors for multiple-choice questions.

Most exercises assume that reading for exact understanding is all that is required. However, skimming (or reading for gist), reading for required information, and other sorts of selective processes are also necessary, as well as the ability to read fast when appropriate, to vary speed, and so on. In the 1960s many reading improvement courses, including films, reading pacers, etc., were devised (surveyed in Macmillan, 1965), but few attempted to integrate their work with the rest of the reading programme (Chapman-Taylor & Ballard, 1967). The emphasis was frequently on speed rather than appropriacy, however (Rudd, 1969), and even recent books frequently relate comprehension directly to speed (Hirasawa & Markstein, 1974).

An examination of reading textbooks on the market makes it clear that very few texts show evidence of having been constructed on a systematic basis at all. Two areas which obviously require investigation are those of the classification of comprehension skills in the foreign-language situation (examined in detail in Munby, 1977; also, more typically, in Vallette & Disick, 1972; also Corbluth, 1975), and the pedagogically-related task of analysing the appropriacy of particular question formulations and methodological strategies for the remediation of particular types of error. There appear to be two levels of misunderstanding of a text: a psychological level, which motivates a linguistic confusion

(as when we allow our own strong opinions to lead us to misread a text towards our own bias), and the linguistic level, which is interpretable in terms of an overt linguistic signal (as when we fail to recognise the significance of a tense marker). The line between these two is not always easy to draw, but clarification should lead to more systematic questioning and more effective teaching. Some books of multiple-choice questions on passages are based – through the distractors which have to be discussed – on predictions of probable misunderstanding (Munby, 1968). But other practices, for example the adding of spelling or syntactic errors to distractors (Eynon, 1970), are less easy to justify.

4. Extensive reading

If the purpose of intensive reading is to develop accuracy, there are at least two other aspects of reading to be touched upon. One is appropriacy, which has already been mentioned in relation to reading efficiency. The other is the development of fluency (Beattie, 1975).

Since 1926, when Longmans published a simplified edition of *Robinson Crusoe*, reduced texts in various forms have been normal in the foreign-language situation. Principles of simplification have been discussed in a variety of places (West, 1950, 1953, 1964; Bright & McGregor, 1970). Broadly, simplification has been on the basis of lexical counts (CILT, select lists 5 and 6). Most publishers in the foreign-language market now produce books which are graded lexically and syntactically, and most have private documents which indicate editorial policy, with lists of appropriate words and structures for different levels. General problems of preparing materials for reading are discussed in a number of places (Davies & Widdowson, 1974), but there have been many criticisms of the nature of the simplification process. The intellectual level of most reading materials has been attacked (Frechette, 1975); original materials, and less rigid grading, have been demanded (Saunders, 1973), and publishers have been asked at least to systematise the information they give about the readers they publish (Beattie, 1970). The organisation and preparation of readers has proved difficult to evaluate, though an attempt has been made to evaluate the kinds of glossing given to vocabulary items (Holley & King, 1971). Recently, a few books of short entertaining extracts have been published, in response to the demand for varied registers (Levine, 1971; Maley & Duff, 1976).

The role of the extensive reader in the curriculum has been surprisingly little discussed. It is generally assumed that it should lead on to the study of literature (Grant, 1975), or at least that it should be read for its impact and the response should be similar to that of a literature set book (Billows, 1961, chapters 10-11; Baird, 1976). This certainly presumes that there will be a class reader, like a set book, and much methodological discussion, such as suggestions about acting class readers (Paine & Parsons, 1970), assume this. Organisation of extensive silent reading is much less recommended, though there are suggestions of how to organise it (Davies, 1975), perhaps with report forms to check reading (Bright & McGregor, 1970; Morris, 1972), or in relation to library work (Isaacs, 1968; Narayanaswamy, 1973). Some reading programmes are specifically geared to study skills, and link extensive reading, library work and intensive work (Grant & Umoh, 1976; Yorksey, 1970).

It is apparent that extensive reading is often expected to lead on to the reading, if not

the study, of literature. The role of literature in language teaching is one of the most discussed areas of teaching, and only a representative selection of recent writing can be mentioned here. There are a large number of general surveys of literature teaching problems in the foreign-language classroom (*Modern Language Journal*, 1972; Press, 1963, for example). The value of literature in the foreign-language classroom is usually taken for granted (e.g. Hoskins, 1976), or it is assumed that the aims in the foreign-language situation are the same as for the mother-tongue situation (Baird, 1969 with particular reference to poetry). Literature teaching has been defended because it is good for cultural development (Chamberlain, 1975), because it adds variety to the classroom and gives pleasure (Gelman, 1973), and because it leads to very effective discussion (Clutterbuck, 1970). On the other hand, it has been pointed out that literature is only one variety of language among many (Girard, 1970, chapter 5), and that the cultural implications of teaching traditional literature courses are much more serious than with language courses (Searle, 1972). It is widely taken for granted that literature and language naturally go together (Harrison, 1973, chapter 4; Moody, 1971), though the contrary view has been expressed (Burke & Brumfit, 1974). The presence of literature courses in some second-language situations has been defended on the grounds that it leads to the development of skills of criticism and discrimination which are socially useful (Brumfit, 1970), but this view has been attacked as 'sociological' and aesthetic justifications proposed instead (Pettit, 1971). Literature teaching has also provided the opportunity for an extension of discourse and rhetorical work by the application of stylistics to literary texts for the benefit of second-language learners (Haynes, 1976; Allen, 1976). On the whole, though, like the rest of the reading programme, literature teaching is taken for granted and questions are not often asked very penetratingly. Only rarely is there an attempt to place the role of literature in the context of the total language-teaching process (Littlewood, 1975).

It will be apparent from this account that the discussion of teaching methods is conducted at a low theoretical level if it is conducted at all. This is unavoidable, for teaching is not research, and classes will not wait until clarity has been achieved. Nonetheless it is to be hoped that within the next decade the teaching of advanced reading skills will have been placed on a much more systematic basis than it has been in the past.

Note: I would like to thank my students at London University Institute of Education who drew my attention to a number of reading textbooks.

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phoneme	grapheme	e.g.
/dʒ/	j	just
	di	soldier
	g	magic
/tʃ/	ch	chair
	tch	match
	t	nature
	ti	question

Even though in the light of this incomplete presentation of diversities, English spelling may seem completely irregular, this is not the case. Comparatively few words are completely capricious in their spelling, and the claim that in English GHOTI equals /fiʃ/ does not hold good for more than a few words. (gh = /f/ as in laugh; o = /I/ as in women; ti = /ʃ/ as in potion.)

Up to 85% of all English words and syllables are, in fact, phonetically spelt. Readers of English must be aware of the rules governing regular phonetic patterns; learners of English as a foreign language should be made aware of their existence:

Group 1: vowels in VC and some VCC combinations

phoneme	grapheme	e.g.
/ae/	a	cat
/e/	e	pen, pend, desk;
/I/	i	sit
/ɔ/	o	dog, pond
/ʌ/	u	cup, must

Group 2: vowels in VC+e combinations

/ei/	a	plate
/i:/	e	complete
/ai/	i	ride
/ou/	o	rose
/u:/	u	tube

Group 3: vowels in VVC combinations

/i:/	ea	sea
	ee	see
	ei	receipt
/ou/	oa	coat
/u/	ou	should

Group 4: consonants that have regular sound-spelling correspondence:

grapheme	phoneme	e.g.
b	/b/	but
c	/s/ before i & e	cinema, celery
	/k/ before a, o, u;	cat, cot, cut
d	/d/	dog
f	/f/	fig
h	/h/	hat
j	/dʒ/	jam
l	/l/	lip
m	/m/	man
n	/n/	nut
p	/p/	pen
r	/r/	run
s	/s/	sun
t	/t/	ten

There are many approaches to teaching the basic reading skill. Chall (1967) analyses 67 research studies conducted in the years 1910-1965. The main difference between the various approaches seems to be whether they stress MEANING or CODE. Chall believes that instruction with code emphasis seems to produce better results if reading for meaning is not entirely ignored in instruction. According to Chall's findings it has not been proved that children are able to identify short words as quickly and as easily as individual letters.

It seems illogical to try and teach children by presenting them with global reading only (so called "sight words"). Such teaching would require pupils to memorize, word by word, thousands of words – an impossible procedure. It seems wise to keep to the procedure advocated by Durrel (1958:140) who believes that most reading difficulties could be prevented by a reading program which instructed pupils in letter names and sounds, followed by applied phonics and accompanied by suitable practice in meaningful texts which include a certain amount of carefully chosen sight vocabulary.

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(Editor's Note: some further material dealing with sound-spelling correspondences in the teaching of reading are –

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SOME RECOMMENDATIONS FOR EXTENSIVE READING

by *Yael Gefen*, British Council Library, Jerusalem

All the books which are listed below are "suggested reading" because they have been tried and recommended by pupils in Jerusalem, Beersheba and Haifa schools. This means that they have been read by pupils of different ages and varying abilities and have proved interesting and motivating. Some titles have been read by pupils from Grades 7 to 11 but I have listed in brackets the age-range and ability-level intended by the publisher. They are all available on loan in multiple copies from the British Council ELT Libraries in Tel-Aviv and Jerusalem. Teachers not living near either of these libraries may take advantage of the postal service offered by the Jerusalem library. Membership is 20 lira per class per annum and headmasters are required to sign a guarantee form accepting responsibility for the books borrowed by their English teachers. The addresses of the libraries are: Tel-Aviv, 140 Hayarkon Street; Jerusalem, Terra Sancta Building, Keren Hayesod Street, P.O.B. 7437.

K'S FIRST CASE: an Agatha Christie-type "who-dun-it" suitable for Grade 7 onwards, although the ramifications of the plot make it too subtle for unguided reading by weaker pupils; this book could be termed the "bestseller of the year" (Longman Structural Reader, Stage 2 – best suited for Grades 7 and 8).

THE SECRET GARDEN: a very good adaptation of the children's classic by Frances Hodgson-Burnett; this book is most appreciated by girls, appealing to the 13-16 age group; large, clear type makes it easy to read (Longman Supplementary Reader, Stage 2).

THREE ADVENTURES OF SHERLOCK HOLMES and *A SCANDAL IN BOHEMIA*: adaptations of the perennially popular Sherlock Holmes' series, whose charm may be said to lie in their non-violent approach to crime and detection (Longman Structural Reader, Stage 4 and Longman Supplementary Reader Stage 4 – suitable for Grades 8-10).

WILD JACK: a science-fiction story about life in the not-too-distant future, written by one of today's top-selling "sensible" science-fiction authors; this book appeals to the young adolescent's sense of justice and injustice and is thought-provoking but not to the extent of spoiling the adventure. (Longman Structural Reader Stage 5 – suitable for good Grades 8-10.)

THE BIKE RACERS: the thrills and spills of speed-track racing, only enjoyed by boys, but enjoyed very much. (Longman Structural Reader, Stage 5 – suitable for Grades 9-10.)

Many of Longman's Simplified books are now appearing in a new format with a more attractive pocket-book cover so that the reluctant older reader may now be drawn to the book by its attractive cover. *BRITISH AND AMERICAN SHORT STORIES* is a very good example of this. Pupils pick up the book because of the cover design and are then attracted to the stories themselves. Among the newer books in the Council libraries in this series is Haley's *HOTEL*. (Suitable for Grades 10-11.)

The two books listed below are not really Extensive Readers, being called by the publisher (Longman) *INTEGRATED COMPREHENSION AND COMPOSITION*, but the stories are good and many teachers find that the comprehension questions following each "chapter" are good reinforcement material. At Stage 1 (suitable for Grade 7) we have *IT'S IN THE BAG* and at Stage 3 (suitable for Grade 9) we have *A WEEK BY THE SEA*, a particularly good book with weak older pupils, since the protagonist is an adolescent and the situation is real-life.

For beginning readers, we would like to recommend the Oxford Colour Readers. Three titles are available at the moment: *THE RAFT, THE BROKEN BRIDGE* and *THE TRAIN ROBBERS*. Although the story is quite involved, it is told through the medium of pictures, each of which has only one line of text. New words are written on the picture so that the pupil can quickly make the necessary associations. These are not so much Reading books as material to stimulate oral work in class.

Complete catalogues listing all the books available in the British Council libraries are available from the ELT libraries at the addresses listed above.

AN ENGLISH ULPAN AT KFAR BLUM 8-13 JANUARY 1978

by *Yaffa Kleiner* and *Rivka Kressel*

The main labour force of English teachers in Israel is composed of non-native English speakers. This is true even in areas as well-supplied as the Tel-Aviv and Central Districts. In the outlying areas, many teachers who teach English are far from having the competence that one might wish for, or even take for granted, in expressing themselves freely in an unstructured situation.

This state of affairs creates uneasy moments, whenever that teacher is addressed by a parent whose native tongue is English.

Nevertheless, many of the teachers in question have quite an amount of knowledge in potential, waiting to be activated. It was this state of affairs that prompted the idea of seeking an environment suitable to the building up of the teachers' competence in spoken English. We believed that such an environment would have to provide "total immersion", so as to force teachers to use English when in the dining room, in outdoor and indoor situations, when seeking out services, etc.

In addition, the place of immersion would have to be isolated enough to keep up the illusion of staying in "an English-speaking country". All these factors were provided by the Kfar Blum Guest House – its staff and teachers.

Our teachers' testimony bears witness to the success of the all too short course (5 days for each of the two groups participating):

"Waking up without an alarm clock, nicely, calmly and slowly. No breakfast to prepare, no sandwiches for the kids, no husband to smile at, no rush rush, no cooking, no

cleaning, no shopping, just ME and another lovely day in Kfar Blum. *But it's not only me; it's me and the tutor; it's me and ENGLISH, ENGLISH, ENGLISH. . .*The activating (of the class by one of the 'pupil-teachers') session was very interesting and useful for me. We got ideas for some new games for the fourth grade, and a nice way of teaching idioms was shown us by Anna (whenever I listen to her, she reminds me of a walking Idiom Encyclopedia). Then we conducted a courtmartial, which was done in a very lively manner. *Among other things, I enjoy the opportunity of discussing topics which I don't have a chance to even think about at home. It's not only a brush-up of English, but a brush-up of the mind and the soul."*
(Ada Har-Nevo, Rishon)

"Coming to Kfar Blum was an experience in itself. From the moment the teachers walked into the office of the guest house, they were supposed to speak English. Questions were asked in English (sometimes you could hear the Hebrew syntax behind it) and if the answers were a bit hesitant at the beginning, it took only a few hours until the tongues thawed and English became nearly the natural language for the teachers. . .In summary, I can only say that the course was a great success. Participants were so eager to talk about their experiences in life, their points of view on the topics discussed, that by the end of the week they had overcome all shyness and hesitation in using English as the only means of communication."
(Martha Lebenstein – Petach Tikvah)

"(In Kfar Blum) We spoke about the latest news, made dialogues, interviewed people, had class activities in which we were both teachers and gossips, and were passengers in a bus and workers in the street."
(Bella Veig – Kfar Saba)

"We had a stormy discussion on the subject: 'Is there need for a separate Woman's Liberation Movement in Israel?' The class was divided into two parts: one, a chairman (chairperson) and participants in the discussion, and the other, a group of observers. The chairperson did her job brilliantly, and the discussion went on smoothly. There were, of course, pros and cons, as there should be, but they were very nicely put, and with much tact."
(Daliah Vidra – Kfar Saba)

"(In class) three others told us about the people they had interviewed the night before. It's funny, but this part is always the most interesting and everyone seems so curious, even though it's a person we don't know. . .After the coffee break, Lammi divided the group into two. One group was given books and had a few minutes to read a short story. The other group went out of the room, except for one person who stayed and read the story too. Then, one at a time, the members of the other group came back in and heard the story, but only from another member of his own group. This eventually turned into a very amusing 'broken telephone'. In the end we had the opportunity of asking each of the people questions about the story, thus practising our own question forms."
(Navah Tiomkin – Raanana)

"At 8:00 (one evening) the girls took chairs and sat down quietly to watch 'The Brothers'. I haven't seen such a sight during the whole of this week – that was the only quiet hour we had during the whole course."
(Malka Shukrun – Tel Mond)

"The last session on Monday was a very interesting one. It was really something to remember. A member of Kibbutz Kfar Blum, by the name of Milty, lectured to us on Art,

and managed to make *everybody* respond and talk about the subject. I couldn't believe it because it was actually the first time I was involved in a discussion about Art, and I really enjoyed it. After dinner, I interviewed Yafa about Women's Lib, and also chose the best-looking man in the guest house (who happened to be a tourist from the USA) to interview. It turned out that he was a policeman in the Los Angeles Police Department. He told me things that were rather interesting, and which I passed on to the class the next day."

(Ruth Reifen – Petach Tikva)

"In conclusion, I want to say that it was a magnificent experience being here, speaking English, discussing all kinds of topics in English, and having the warm atmosphere that the teachers and members of the kibbutz created."

(Nitza Mandel – Raanana)

"After lunch, we had Tova, and three of us were supposed to activate the class in different ways. One person led a discussion on discipline problems in class, getting us to suggest different solutions. The next had us in a theatre, trying to solve a problem of a couple who had bought two separate tickets unwittingly, and who wanted to sit next to each other. The teacher activating us asked us to try different ways of persuading the man in-between us to move to another seat. It was really funny to see how different people react differently in certain situations."

(Orit Meir – Lod)

"(At an activation session) we discussed how to teach C groups, and played two games. Everybody got a number and a card. On the card, Bella Veig had written what each student had to do. One student was sent out and he had to understand what the task was by asking questions, knowing that he would get the answers suited to his neighbours card."

(Bella Weissman – Rishon)

"Staying in Kfar Blum made me speak about many subjects that I don't even talk about in Hebrew. In everyday life, you find yourself busy, doing a lot of things – your job and your household chores. Consequently you devote very little time to free intellectual discussion, something you do here in Kfar Blum so much."(Tova Katzman – Raanana)

"Today was my turn to activate the class. I activated an imaginary 6th Grade and my colleagues did their best to create a realistic situation. They banged on the tables, sang and hit each other. It took some time to calm them down and go through my assignment . . .In the evening we had a wonderful game which I'll try to use in class. They took the idea of '9 Squared' and adjusted it to the situation. We had a lot of fun and learned a lot of new idioms."

(Maya Nimkovsky – Rishon)

"On the last evening in Kfar Blum, we had a small party in which we showed off our improved English, and included some dialogues, poems and jingles. The laughter at this party showed how much we enjoyed and loved the place and the people."

(Pnina Drayer – Petach Tikva)

We would like to comment on the two recommendations above. The primary rationale underlying the construction of the book was that stress should be placed on receptive rather than productive competence. It was felt that this was not only a more realistic objective for less-able learners, but also more likely to satisfy their long-term needs. This view is endorsed by Raphael Gefen in his article, *Teaching English to Less-Able Learners* (English Teachers' Journal, No. 18, November 1977). It is a natural outcome of this approach that there should be fewer exercises aimed at productive mastery; and that an effort should be made to raise the level of reading ability. Hence, the reading passages are graded; in the early units they are very simple, and then become more difficult with each unit, until by the end of the book they require a reading ability that is compatible with the requirements of the 10th grade. In this way it was hoped that, at least in the area of "passive" knowledge, pupils completing the ninth grade would be able to follow the regular 10th grade program.

Furthermore, it was felt that additional oral exercises could be introduced by the teacher if necessary without a great deal of typing and stencilling, and simplified extensive readers could be supplied from libraries.

In conclusion, we would like to emphasize that the ninth grade Alternative Book was intended to be a *core-book* that would act as a methodological guide, and that would allow teachers to exploit their own creative ability according to the needs of their particular pupils.

GRADE SEVEN

by *Ziona Kronfeld* and *Dvora Ben-Meir*

It is with great pleasure that we are able to announce that two new series will be broadcast for Grade Seven in the coming school year 1978-79.

Gabby and Debby is the name of the first series. It is an adventure story consisting of 5 telecasts. Gabby and Debby are a teen-age brother and sister with a secret; they have a magic stick. Using the magic stick and a map, they can travel instantly to any place in the world. During their adventures, Gabby and Debby meet people from all over the world – Israel, Australia, Peru and Pennsylvania.

The accompanying materials for these telecasts will be suitable for all types of pupils and will be geared to different types of learners. They include:

1. *Pupil's Book – Regular Edition:* The Pupil's Book is meant for average and above-average classes. The book not only prepares the pupils for the telecast by introducing the characters, the situation, and lexical items but also contains integrated language and grammar exercises as prescribed by the syllabus of the Ministry of Education. There are also additional reading passages related to Gabby's and Debby's adventures. Teachers whose Grade 7 classes are well above-average should use an additional language book, such as the new *ESH 6 Language* and/or Readers, such as the *ESH 6 Reader*.

4. *Teacher's Guide – Alternative Edition:* With practical advice to teachers on the use of the Alternative Edition in the classroom.
5. *Cassette* – The cassette, which may be used by pupils using the Regular or Alternative Edition, contains dialogues from the telecast for repetition and comprehension.

2. *Teacher's Guide* – for information and guidance in using the Pupil's Book and telecasts in the classroom.
3. *Pupil's Book – Alternative Edition:* This book, which is geared to slower learners, is an integrated course of study which prepares pupils for the telecasts and teaches the grammatical structures. The book includes dialogues, reading comprehension passages, entry and re-entry of lexical items and stresses pupil involvement and motivation.
4. *Teacher's Guide – Alternative Edition:* This guide offers practical advice to teachers using the Alternative Edition in the classroom.
5. *Cassette* – The cassette, which may be used by pupils using the Regular or Alternative Edition, contains dialogues from the telecast for repetition and comprehension.

The second series for the Seventh Grade is called *Debby in Hospital*. This eight part series centres around Debby who breaks her leg in a car accident and is taken to a hospital where she becomes acquainted with a young male nurse, Mike. The series recounts her experiences and personal adjustments in the hospital, as well as those of other patients whom she meets. The series also deals with various problems in the realm of public health and safety in Israel.

This series also includes accompanying materials geared to different types of learners and pupil populations. It includes:

1. *Pupil's Book – Regular Edition:* As in *Gabby and Debby* the Pupil's Book accompanying *Debbie in Hospital* integrates the teaching of the grammatical structure with pre- and post-telecast activities.
2. *Teacher's Guide* – for information and guidance in using the Pupil's Book and telecasts in the classroom.
3. *Pupil's Book – Alternative Edition:* This book, which is geared to slower learners, is an integrated course of study. It integrates the teaching of the grammatical structures with careful preparation for the telecast. The book includes dialogues, comprehension passages, entry and re-entry of lexical items with special emphasis on pupil involvement.

GRADE SIX

Here We Are Again will be broadcast in July and August 1978. It includes eight selected telecasts from the *Here We Are Key Programme* and is accompanied by the *Here We Are Summer Fun Book*. The book includes activities, games and exercises that will help the pupil review the key structures taught in sixth grade.

GRADE FIVE

A new summer programme will be broadcast in July and August 1978. It is called *Sing A Song* and is meant for pupils who have completed Grade Five. Susie and Jerry teach the songs from the "Neighbours" series and provide the pupils with a fun way of reviewing the key structures taught in the fifth grade. The telecasts are accompanied by a *Sing A Song Summer Fun Book*, which pupils can use before and after each telecast. The book consists of games, puzzles, and activities to help review the fifth grade material.

We hope that these new telecasts will meet the needs of our pupils and encourage and motivate them in their learning of English

LETTERS TO THE EDITOR

Sir,

Bingo is a game of chance. Some may associate this game with charity bazaars where its mesmerizing effect has caused people to play for hours in the hope of winning prize items or money. The same joy of playing and winning appeals equally as well to Israeli pupils learning English. I discovered the joys of Bingo as a teaching aid quite by accident but have since learned how effective it can be as a teaching game in every Grade at every level for a huge variety of learning skills.

Let's begin with what is involved. You need for each pupil a piece of blank paper and a number of small paper covers. The pupil folds his paper into a given number of squares. I found the easiest and quickest way to do this was to simply hold up a piece of paper and fold it with the class. Here is an opportunity to use command verbs; hold, fold, open, count the squares, how many do you see? With beginning pupils you can use Bingo to teach the Alphabet. Have each pupil write a letter in each square. There should be fewer squares than letters. He need not write the letters in alphabetical order. One can fold paper into from eight to thirty-two squares depending on the age and ability of your pupils and your goals in the game. Use Capital letters, small letters, script letters – whatever you wish to stress. You might let your pupils pick out their letters from a wall-chart or from their workbooks. The important point is that each pupil writes whatever letters he wants where he wants them – one letter in each square. The game begins with the first child in Row One calling out any letter on his card or paper. He and all others having that letter must cover it with a small piece of paper. I use prepared red colored paper covers and provide each player with a supply before starting the game. The next child in turn reads his letter and everyone covers the same letter on his paper until one lucky winner has covered a line down or across. He then calls out "bingo". Before beginning a new game check with the winner by having him read his covered line of letters. If there are no errors, begin a new game.

To lengthen the game you can stipulate that all letters must be covered or the letters must be covered one line down and one across in a T or L form. A real Bingo Card has a free square in the middle. You might like to introduce this also.

Now let us think further along. Do you wish to stress numbers? Make the card, using numbers instead of letters. You want to teach animals, colors, clothes, furniture, and new lexical items – play Bingo. What about more advanced work – the present simple for example? Have a prepared list of verbs from which your pupils may choose any twenty they want. Have each pupil say a sentence using his verb in the 3rd person sing. (if the "s" is your problem). Perhaps the same present simple verbs can be called out in the present continuous tense to form a sentence. Prefixes and suffixes? Have the children choose any they prefer, writing down only the prefix or suffix. Then ask each pupil for a word using that prefix or suffix. The possibilities seem endless. Write down past tense verbs and call them out in the present or vice-versa. Change past to present perfect. The "called words" can be written on the board to check winners. The joy of winning often falls on some of your weakest pupils. You will be as thrilled as they are. Eyes light up with a "boy, I can do something right in English" expression!

As with any game don't play too long. Fifteen minutes is about the right length of time. This game allows each child full participation and practice in writing, reading comprehension and speaking skills. And the price? – A piece of paper – it's just about free!

Meira Applebaum

Sir,

I wish to compare teaching English to Israeli students and to the English (Native) speakers.

It is very interesting teaching English to native English speakers. It is pleasant and there are no tensions involved. Of course I am in an all girls elementary school – "Netach Banot" in Petach Tikvah – and the girls are very well-behaved.

I am using *Mainstream* (Longmans) and some American readers. We also do a lot of aural comprehension work as well as puzzles and word games. We do some plays (some of which they write). We also do some readings from the *Jerusalem Post*. It's fun, easy, pleasant and relaxing.

My work in an Israeli school is completely different. I am not comparing language work. I teach in an elementary school in Lod and the school is on a low level but is a fairly good one. I work very hard

and I'm constantly on the lookout for pictures and new ideas. I am willing to use any media to attract and hold the interest of my children. In one very weak class I write my own short stories, with work-sheets to go with them, using television and movie stars. The children are not well behaved. A lot of time is spent on drill, remedial work, discipline and the ABCs.

However in the Israeli classes there is never a dull moment. In the English speakers' class I sometimes feel that I am back in the States, but there is much more challenge in the Israeli English classes. There is much more reward there too.

I would like to mention one more group of native English speakers. These are the Indian students. They are lovely, well-behaved children. Their English is not as good as the Americans, and they do not keep up with it the way the Americans and their parents do. They are, however, delightful children and it is a very special experience having them in my class.

Bracha Kestenbaum

THEATRE GAMES FOR ALL GRADES

עצות למשחקי דרמה מתאימים לכל הכיתות והרמות.

TEACHING THE READING SKILL

הקנית הקריאה הכרחית ועל המורים לאנגלית להקדיש תשומת לב מיוחדת למיומנות הזאת. בדיקת השיטות השונות להקנית הקריאה, בדגש על ההתאמת בין הכתיב לבין ההיגוי. השיטה המומלצת - שיטה פונית עם טקסטים שבהם למלים משמעות אמיתית ויחד עם מספר מלים "גלובאליות" נבחרות.

AN ENGLISH ULPAN AT KFAR BLUM

קורס השתלמות למורים לאנגלית ממחוז המרכז, במגמה לשפר את האנגלית של מורים אשר שפת האם איננה אנגלית. המשתתפים התלהבו מאוד מהקורס.

NEWS FROM INSTRUCTIONAL TELEVISION

בחטיבה העליונה, מכינים קאסטות שבהם חומר מהתכנית בספרות לבחינות הבגרות, הכנת משדרים מיוחדים על הקנית הקריאה, ומימצאי מחלקת המחקר בדבר השימוש ב"מהדורה האלטרנטיבית" של ספר הלימוד לכיתה ט'. פרטים מלאים על הסדרה החדשה לכיתה ז' לשנת תשל"ט.

LETTERS TO THE EDITOR

מכתבים למערכת - משחקים בלימוד אנגלית, השוואה בין ההוראה בכיתה "רגילה" לבין כיתה לדוברי אנגלית.

THE TEACHING OF ADVANCED READING SKILLS

סקירה ביבליוגרפית על הוראת מיומנויות הקריאה מתוחכמות יותר, לרבות הקריאה האינטנסיבית והאקסטנסיבית, הוראת הספרות, ושיטות דידקטיות שונות.

SOME RECOMMENDATIONS FOR EXTENSIVE READING

המלצות למקראות לקריאה אקסטנסיבית, מתוך המלאי שבספריות המועצה הבריטית, ופרטים על דרכי הצטרפות לספרית ההשאלה של המועצה הבריטית.

עלון למורים לאנגלית מס' 19, ניסן תשל"ח, אפריל 1978

תמצית המאמרים המופיעים בעלון זה:

INFORMATION FOR ENGLISH TEACHERS

חוברות למוד חדשות לבתי הספר המקצועים במגמת אופנה ותפירה; הויכוח בין הרצוג לבין טוינבי כחומר למוד לשנת השלושים של המדינה; פרסומים של המרכז לתכניות לימודים; הועדה לחנוך יסודי - המלצות בנוגע להוראת אנגלית לתלמידים טעוני-טיפוח (התחלת הלימודים בכיתה ד', תוספת שעה בכיתה ה'); שינויים בבחינות הבגרות ברמת ארבע יחידות לנבחנים בנתיב הטכנולוגי (כולל מזכירות ותיירות) ובמגמה החקלאית; תכניות נט"ע לתלמידים טעוני-טיפוח בחטיבת הביניים; האגודה הישראלית לבלשנות שימושית; ספרי לימוד חדשים לכיתה ז'; מבחני הישגים מ לכיתות ה'-ט'; עתונים באנגלית לשימוש בשעורים לאנגלית.

INSTRUCTIONAL ENGLISH

רשימת אוצר מלים הכרחי למתן הוראות ולקריאת הוראות באנגלית טכנית ומדעית, עם עצות דידקטיות, והערות על מבנים דקדוקיים שימושיים באנגלית מיוחדת זאת.

ENGLISH TEACHING IN GRADE 4

שתי יחידות לדוגמא מסדרת שעורים לכיתה ד', מבוססות על הפעלה מירבית של התלמידים.

ENGLISH IN GRADE 4

עצות מעשיות למורים בכיתה ד', במיוחד במשחקים, בהוראות מספרים, ובהוראת האותיות.

SIMPLIFYING TENSE AND ASPECT

תיאור זמני הפעל ו"היבטיו" באנגלית, ופישוטם בהוראת אנגלית כשפה זרה באמצעות משפטים מורכבים.

TRAINING FUTURE ENGLISH TEACHERS

פניה אל מורים ותיקים לקבל סמינריסטים לשעוריהם. תיאור תהליך שיבוץ סטודנטים להוראה בכיתות לעבודה מעשית, והקשר בין הסטודנט, לבין המדרה בכיתה ולבין המורה בסמינר.

30 YEARS OF ISRAEL - IN THE ENGLISH CLASS

עצות מעשיות למורים כיצד לחגוג את שנת השלושים למדינה, באמצעות שאלונים אישיים, בוחנים, אישים מפורסמים, ספורים, שיחות, בולים, כותרות עתונים ותמונות, גלויות, דגל המדינה והצגות.

WORK IN GROUPS

עבודה בקבוצות כצעד ליחידנות בחנוך וכפתרון לבעיות למדיות כולל בעיות משמעת; עבודה בעל-פה ובכתב; הצעות לעבודה בקבוצות.

GUIDELINES FOR THE SECRETARIAL AND TOURISM TREND

הנחיות למורים אשר מכינים תלמידים לבחינות הבגרות בארבע יחידות בנתיב הטכנולוגי, מגמות המזכירות והתיירות, כולל הנחיות לבחינה בפנימית, הצעות לתכנית לימודים, ועצות לספרי לימודים.

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NEWS FROM THE INSTRUCTIONAL TELEVISION CENTRE

by *Sheila Been*

I. LITERATURE CASSETTES

We mentioned in the last issue of the *English Teachers' Journal* (Number 18) that I.T.C. was planning to produce a series of tape recordings of selected items from the Literature Syllabus for the Bagrut examination. Permission has been received from the holders of copyrights to produce the following:

SHORT STORIES
THE BLIND MAN by D.H. Lawrence
THE STANDARD OF LIVING by Dorothy Parker
EVELINE by James Joyce
EVERYTHING THAT RISES MUST CONVERGE by Flannery O'Connor

ESSAYS
ONE VOTE FOR THIS AGE OF ANXIETY by Margaret Mead
MY DUNGEON SHOOK by James Baldwin

POEMS
STOPPING BY WOODS by Robert Frost
MENDING WALL by Robert Frost
MUSÉE DES BEAUX ARTS by W.M. Auden
IN TIME OF "THE BREAKING OF NATIONS" by Thomas Hardy
THE PICNIC by John Logan
I SAW IN LOUISIANA A LIVE OAK GROWING by Walt Whitman
TO AN ATHLETE DYING YOUNG by A.E. Housman

The recordings will take the form of dramatic readings. The short stories will be read by one person only and no sound-effects (other than music) will be introduced. However, any direct speech will be characterized by the reader's interpretation of the character, and will include dialectal changes in accordance with this interpretation. The decision to have only one reader and no special sound effects was motivated by our desire to retain the nature of the work as a *short story* and not a *play*. Furthermore, by reading the story exactly as it appears in the text (including. . .he said,. . .she replied, etc.), the pupils will be able to "read along" more easily. It is hoped that in this way the recordings can be utilized either as reading aids or for listening comprehension.

At the time of writing, *The Blind Man* and *The Standard of Living* are already on tape. The former was read by Thelma Ruby whose beautiful voice – BBC English (in the narration) and light Scottish brogue (in the parts of Isabel and Bertie) make the rendering, in my opinion, a joy to listen to. The latter was read by Elizabeth Klein whose contrast between the narration and the voices and dialects of the two girls will make no small contribution to the understanding of the message of the story. The series, under the artistic and sensitive direction of Peter Frye shows much promise and will, I believe, enhance our

pupils' enjoyment and appreciation of the literature curriculum. It should be noted that copyright permission has been refused for the recording of *All My Sons*, and so far no reply has been received for the Thurber essays. It is hoped that the cassettes will be ready for purchase by about April 1978.

II. TELECASTS ON READING

During the preparation of the "Everyman's English" programme for Everyman's University it was recommended that a series of telecasts on the subject of reading be included. Since we were unable to find suitable telecasts from abroad, I.T.C. undertook the production of two introductory telecasts which would be a part of a pilot project on Reading English as a Foreign Language. [Should the experiment prove successful, the series of telecasts will be extended and developed systematically and accompanying materials constructed accordingly.]

What follows, then, is an introduction to and an explanation of our approach in the production of these two telecasts.

Our initial questions were: "Who is the target audience and what are their specific problems in reading an English text?"

The Target Audience

Our target audience comprises

1. Students studying within the framework of Everyman's University who
   a) need to improve their ability to read in English, and/or
   b) are preparing for their External Matriculation Examination.
2. Students within the framework of the Secondary School system of the Ministry of Education, who are weak in reading and therefore require a remedial course.

Experience shows that Israelis as learners of English as a foreign language exhibit the following characteristics in reading English:

1. Lack of confidence, partly due to limited vocabulary.
2. Undue emphasis placed on the importance of understanding every word.

The combination of these two characteristics manifests itself in a whole range of unproductive reading habits such as:

1. Word-by-word linear reading prevents the student from reading intelligibly word-groups such as phrases or sentences.
2. Preoccupation with the word as a unit leads to a total reading block, where the student gives up too rapidly when the word is unfamiliar.
3. The one-word-one-meaning tendency prevents the student from utilizing context to disambiguate.
4. The student either over-uses the dictionary, making the reading process slow and laborious, or he avoids the dictionary altogether and makes random guesses which are usually not well founded.

5. The need to pronounce every word, (even sub-vocally) slows down reading. This imposes a strain on memory and further inhibits his ability to extract sentence meaning.

With this picture in mind, the telecasts were conceived with the following objectives:

1. To build confidence by giving the reader an understanding of the reading process.
2. To emphasize that reading involves an active contribution of the reader.
3. To demonstrate how to make this contribution through a series of simple strategies that the reader should adopt when reading.

The Dramatic Situation

Our two telecasts present one dramatic situation in two parts. Each part is used to demonstrate a separate set of strategies. Each part is self-contained in terms of didactic content, but the plot line carries through both parts.

In the first telecast we meet Martin Keye, a young Maths teacher from England, who is on vacation in Israel. Shortly after arriving at his Tel Aviv hotel there is a knock on his door and a stranger staggers in and collapses into Martin's arms. Leaving the man on his bed, Martin runs out to fetch help. When Martin returns, bringing two Israelis with him, they find the door locked and the "dying" stranger no longer in the room.

The two people that Martin has brought to his room are hotel employees: Shoshana Ron, a young attractive hotel reception clerk who speaks an excellent English, and Menasha, a middle-aged maintenance man who is unwittingly comical and whose English is a vestige from his days in the British Army. (This allows for the natural transition from Hebrew to English, which is essential for clarifying the didactic points.)

The plot revolves around the decoding of a partially-destroyed letter which is found under highly suspicious circumstances.

Drama as a Teaching Method

Drama was chosen for several reasons.

Firstly, there is a natural analogy between the reading process and the process involved in solving a mystery. Both rely on the setting up and testing of tentative hypotheses on the basis of a minimal set of data. Both culminate at the point where all available data is integrated into one consistent and logical sequence – it makes sense.

Secondly, by presenting a dramatic situation, all extra-linguistic clues that are relevant to the reading process are supplied equally to all the viewers. We did not have to assume any previous general knowledge on the part of the viewer.

Thirdly, we preferred a dramatic situation which enables the viewer to see the reading process in action in a feasible life situation rather than a straight teaching situation where the viewer is *told about* the process.

No direct "teaching" takes place in the dramatic situation, but the natural interaction of the characters is in itself the teaching element. At the end of each telecast, a series of flashbacks reinforces the teaching points covered in that telecast and a brief simple generalization in Hebrew captions sums it up.

Finally, the most natural advantage of drama is that its situational development motivates the viewer to form his own hypotheses. The nature and timing of the dialogue should stimulate the student to anticipate the answers – and thus he is actively involved throughout the telecasts.

Strategies in Action

Each of the two telecasts demonstrates a sequence of strategies to be used in intelligent reading.

The first telecast deals with "Getting the main ideas" and is equivalent to a FIRST READING. The sequence of strategies demonstrated are as follows:

1. The reader must start with certain EXPECTATIONS based on extra-linguistic clues. (The circumstances leading up to the finding of the letter, its format and partially destroyed condition, as well as general knowledge lead our heroes to develop certain expectations regarding the possible contents of the letter.
2. Based on these expectations the reader skims the text rapidly looking for KEY WORDS (usually nouns and verbs) from which he forms his PRIMARY HYPOTHESIS. (In our drama the inventory of key words leads to a false start – as is often the case in reading – but this is soon amended when more key words are integrated.)
3. The reader then TESTS and ADJUSTS his hypothesis by integrating extra KEY WORDS.
4. The reader should ignore words which are not immediately essential in his hypothesis – making or testing.

Generalizations – First Telecast

1. Use your general knowledge and key words to formulate a primary hypothesis.
2. Adjust your hypothesis according to new information.
3. Continue to form newhypotheses and then test them.

The second telecast deals with "Getting more details" and is equivalent to a SECOND READING. It demonstrates the following strategies:

1. The reader now has the MAIN IDEAS and sets out in search of more precise information by examining the sentences in a more linear fashion. (Our heroes have been allowed more information by the appearance of more words in the letter.)
2. The reader now continues his process of hypothesis making, but now he uses GRAMMATICAL rather than CONTEXT CLUES, to solve the problem of unknown words.
3. The strategy sequence for inferring unknown words in the sentence is as follows:
   a) Decide on the *class* of word by its position in the sentence.
   b) Posit a possible word of that class and check for meaning according to the context.
   c) Check for morphological or inflexional clues to confirm the *class* of word.
   d) Use at least two clues to confirm your guess.
   e) "Does it make sense?" must always be a basic criterion for testing the possible meaning of the unknown word.

Generalizations – Second Telecast

1. The position of the word in the sentence helps you decide its class.
2. Posit a possible word and check for meaning.
3. Morphological clues confirm the class of word.
4. Test for meaning using all reliable clues.

N.B. The morphological clues were chosen at random in order to illustrate the general principle.

The Technique

In order to simulate the reading process in our dramatic situation, two systems of "blanking out" were used.

In the first telecast ("Getting the main ideas") known words such as function words are deleted from the letter leaving only a handful of content words, mainly nouns and verbs.

It should be noted that many of the words which are not blanked out are in fact the key words – thus the key words are in fact already chosen for the reader. The question immediately arises: But how does this help the reader to *choose* the key words for himself? Our answer is as follows: In an actual reading situation, the reader should pick out those words which are known to him, and on the basis of these words, he should try and construct his hypothesis. (If he finds that the known vocabulary is insufficient to form the basis for this hypothesis, then he must use the dictionary. In the telecast the key words that are supplied are common words that the learner is likely to know. Only in one case is a key-word assumed to be unfamiliar, and here a dictionary-type definition is supplied by the "teacher" figure, Martin Keye.)

Our aim is to demonstrate that a hypothesis can be formulated with a relatively small number of words or "You don't have to know all the words in order to get the main ideas."

In the second telecast, after a primary hypothesis has been formed, function words and some of the common derivational and inflexional morphemes are revealed in the letter.

These serve to establish the relationships between the previously revealed key words. Certain words, or parts of words, remain blank at the end of the telecast. Their absence does not inhibit comprehension.

IN SUMMARY

It is hoped that these two telecasts will bring about a change to the learner's *attitude* and *approach* to reading and will provide teachers with methodological guidelines regarding the teaching of reading comprehension passages. The telecasts will be broadcast for the first time on Open Circuit in the *Everyman's English* series in March 1978.

III. FINDINGS BY THE RESEARCH DEPARTMENT ON THE ALTERNATIVE BOOK FOR THE NINTH GRADE

The findings are briefly summarized as follows:

The majority of teachers were satisfied with the Alternative Edition of the book; they believed that it made a significant contribution to the pupils' progress; they were planning to continue using the book and would recommend it to their colleagues.

Recommendations

1) Some teachers felt that a greater number of grammatical exercises should have been included.
2) Some teachers felt that the reading passages should have been simpler.